

# Table of Contents

## Pre-Conference: More Than Core (Wednesday, April 24)

- Schedule ..... 2
- Keynote Presenter ..... 3
- Complete Schedule and Session Details ..... 4

## Main Conference (Thursday and Friday, April 25 & 26)

- Schedule ..... 7
- General Session Presenters ..... 8
- Quick Guide to Concurrent Sessions ..... 9
- Complete Schedule and Session Details: Day 1, Thursday ..... 15
- Complete Schedule and Session Details: Day 2, Friday ..... 31
- List of Sessions by Category ..... 41
- Blank Notes Pages ..... 45
- Main Conference Session Planner ..... 48

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## ORTli Pre-Conference

### MORE THAN CORE: STRENGTHENING SUPPORTS FOR AT-RISK LEARNERS Wednesday, April 24, 2019

TIME	SESSION	LOCATION
8:00 – 8:30	ARRIVE AND CHECK IN	Lobby
8:30 – 9:00	<b>Welcome &amp; Introductions/Framing the Day</b> <i>David Putnam &amp; Jon Potter</i>	Playwrights Hall
<b>Keynote Address</b>		
9:00 – 10:15	<b>What is an Evidence Based Intervention? Choosing and Implementing Academic and Behavior Interventions That Work</b> <i>Chris Riley-Tillman, University of Missouri</i>	Playwrights Hall
10:15 – 10:30	BREAK	
10:30 – 11:45	<b>Morning Break-out Sessions</b>	<b>Location</b>
	<b>A Deeper Look at Intervention Selection and Delivery</b> <i>Chris Riley-Tillman, University of Missouri</i>	Hellman
	<b>Characteristics of Effective Interventions</b> <i>Barbara Steinberg, Dyslexia &amp; Literacy Specialist and CEO of PDX Reading Specialist</i>	Wilder
	<b>Reviewing Your System of Interventions: Is intervention failure a rare event?</b> <i>Elise Hall Title 1/ELA Administrator, David Douglas School District &amp; Jon Potter, ORTli Implementation Coach</i>	Studio B/C
11:45 – 12:45	LUNCH	
12:45 – 2:00	<b>Afternoon Break-Out Sessions</b>	<b>Location</b>
	<b>Beyond CBM: Behavior Assessment options for measuring a child's response to intervention</b> <i>Chris Riley-Tillman, University of Missouri</i>	Hellman
	<b>Progress Monitoring:</b> <b>How to make better decisions when faced with uncertainty</b> <i>Jon Potter &amp; Lisa Bates, ORTli Implementation Coaches</i>	Wilder
	<b>20% Intervention Review Meeting Process and Practices: Lessons learned through implementation</b> <i>Brad Thorud, Principal, Sarah Thorud, Reading Specialist, and Amber Crawford, Dawn Warren, Becki Horness, and Charlie Sittloh, teachers, Clatskanie Elementary School</i>	Studio B/C
2:00 – 2:15	BREAK	
2:15 – 3:15	<b>Facilitated Debrief Sessions</b>	<b>Location</b>
	<b>Facilitated Q &amp; A with Dr. Chris Riley-Tillman</b>	Hellman
	<b>Tier 2 Table Talks</b> <i>Gather topics for small table talk groups</i>	Wilder

## PRE-CONFERENCE

### MORE THAN CORE: STRENGTHENING SUPPORTS FOR AT-RISK LEARNERS

#### GENERAL SESSION:

#### KEYNOTE SPEAKER, DR. CHRIS RILEY-TILLMAN

KEYNOTE ADDRESS: *What is an Evidence Based Intervention?*

*Choosing and Implementing Academic and Behavior Interventions That Work*



Dr. Riley-Tillman is a Professor and Faculty Fellow for Institutional Effectiveness, in the Office of the Chancellor at the University of Missouri. He is one of the co-developers of Direct Behavior Ratings as well as a recognized authority in evidence-based practice in schools and the application of experimental design and analysis in applied educational settings. Related to these interests, Dr. Riley-Tillman has participated in leadership roles on seven federal grants and is a Senior Advisor for the National Center on Intensive Intervention. He is also the creator and lead developer of the Evidence Based Intervention (EBI) Network, a nonprofit website which contains evidence-based intervention and assessment resources for educational

professionals developed by researchers. He has published over 80 journal articles and 6 books on social behavior assessment, school wide service delivery, and single case design. In addition, he is the Acting Editor of the Practical Interventions in Schools book series for Guilford Press. Finally, he is a Fellow of Division 16 of the American Psychological Association and a member of the Society for the Study of School Psychology.

## Complete Schedule and Session Details

### Pre-Conference: Wednesday, April 24, 2019

**8:00 – 8:30      PRE-CONFERENCE CHECK-IN      Lobby**

**8:30 – 9:00      WELCOME, INTRODUCTION & FRAMING THE DAY      Playwrights Hall**  
*David Putnam, Director and*  
*Jon Potter, Implementation Coach*  
*Oregon Response to Instruction and Intervention*

**9:00 – 10:15      KEYNOTE ADDRESS      Playwrights Hall**

***What is an Evidence Based Intervention?***

***Choosing and Implementing Academic and Behavior Interventions That Work***

Dr. Chris Riley-Tillman, University of Missouri

While the term “evidence-based intervention”, or EBI for short, is used throughout the educational literature, there has been limited discussion with teachers, administrators, and parents about what EBI actually are. In addition, where to find “the list” of EBI seems to be rather elusive to most educational professionals. Come learn what EBI are across the tiers of educational service and specifically focus on Tier II and III interventions that can be used in the home or classroom.

**10:30 – 11:45      MORNING CONCURRENT SESSIONS**

**A Deeper Look at Intervention Selection and Delivery      (Room: Hellman)**

*Dr. Chris Riley-Tillman*

This session digs deeper into the information presented during the keynote. The Evidence Based Network: **ebi.missouri.edu** will be explored so that all participants take home a warehouse of intervention techniques to use in their daily practice.

As a result of this session and the keynote, participants will:

- obtain a strong understanding of Evidence-Based Interventions (EBI).
- learn the key issues when selecting an EBI for a specific case.
- learn how to embed EBI in a schoolwide problem-solving process (e.g. RTI).
- have access to intervention resources.

The EBI Network and **RTI Applications, Volume 1: Academic and Behavioral Interventions** are related to this workshop.

**Characteristics of Effective Instruction      (Room: Wilder)**

*Barbara Steinberg, Dyslexia & Literacy Specialist and CEO of PDX Reading Specialist*

A curriculum does not teach a child; a trained teacher does. In this engaging, hands-on workshop, attendees will learn instructional strategies to match the specific foundational skill deficits of struggling readers. Attendees will also learn how to select and evaluate evidence-based reading intervention curriculum.

**Reviewing Your System of Interventions:****(Room: Studio B/C)****Is intervention failure a rare event?**

*Elise Hall, Title 1/ELA Administrator, David Douglas School District and Jon Potter, ORTI Implementation Coach*

For many school districts, an emphasis is placed on selecting intervention programs and training staff on the use of these programs. But what happens after that and what is the impact of the intervention programs on student outcomes? Participants in this session will learn why and how one district is trying to answer the question, "Is our system of interventions working?" by developing normed student growth rates based on specific intervention programs. Examples of how data is collected and used will be shared and participants will understand the process for developing their own student growth rates.

**11:45 – 12:45            LUNCH**

**12:45 – 2:00    AFTERNOON CONCURRENT SESSIONS**

**Beyond CBM: Behavior assessment options  
for measuring a child's response to intervention****(Room: Hellman)**

*Dr. Chris Riley-Tillman*

As school wide problem-solving models such as Response to Intervention become more commonly implemented in schools, the need for a variety of formative assessment methods is quickly increasing. It is typical to hear a teacher or administrator correctly comment, "Curriculum Based Measurement can't be used for all topics!" One area where there is a particular dearth in options is formative behavior assessment. This is concerning in that behavior problems are one of the most commonly cited reasons for teacher frustration. This workshop will outline the core features of problem-solving assessment to outline the many options for collecting data in the schools to fuel an RTI model. This workshop will help participants consider a range of behavior assessment options with a specific focus on the use of Direct Behavior Ratings (commonly known as Daily Behavior Report Cards, DBR), for screening and progress monitoring purposes. DBR are a flexible and feasible method of formative behavior assessment with an extensive supportive research base. The workshop will focus on training participants to rate accurately using DBR, and how to use the method and outcome data in their daily practice to monitor a child response to behavioral interventions.

As a result of this workshop participants will:

- obtain a strong understanding the core elements of problem-solving assessment.
- learn the key issues when selecting an assessment approach for a specific case.
- learn about a variety of behavior assessment options with specific focus on Direct Behavior Rating.
- have access to assessment resources to use after the workshop.

The Direct Behavior Rating website ([www.directbehaviorrating.org](http://www.directbehaviorrating.org)) and School-Based Behavioral Assessment: Informing Intervention and Instruction, are related to this workshop.

**Progress Monitoring:****(Room: Wilder)****How to make better decisions when faced with uncertainty***Jon Potter and Lisa Bates, ORTli Implementation Coaches*

This session will provide participants with key things to consider when developing academic progress monitoring systems and decision rules to guide decision making, with a focus on literacy. Presenters will discuss current best practices in setting ambitious and attainable student goals, decision rules for when to change or intensify interventions, and considerations for monitoring students below grade level. Participants should have a basic understanding of progress monitoring practices

**Tier 2/3 Data-Based Teaming: Group intervention review meetings****(Room: Studio B/C)***Brad Thorud, Principal, Sarah Thorud, Reading Specialist, and Amber Crawford, Dawn Warren, Becki Horness, and Charlie Sittloh, teachers, Clatskanie Elementary School*

This session will focus on the implementation of 20% Intervention Review Meeting processes and practices, challenges and obstacles that may occur during implementation, and how a small school was able to overcome these obstacles for successful implementation. This session will also lead participants through the 'nuts and bolts' of 20% Intervention Review Meetings by examining the current process and practices in place at Clatskanie Elementary School.

**2:00 – 2:15 BREAK****2:15 – 3:15 INTERACTIVE FINAL SESSION**

Come join us at this final interactive session, focused on addressing your unanswered questions, and unpacking what you've heard throughout the day. You can choose between the following two sessions:

**Facilitated Q & A with Chris Riley-Tillman****(Room: Hellman)**

Was there something he said that you wanted to hear more about? Or maybe there was something you heard that challenged your current thinking around evidence-based interventions and progress monitoring. Come get your questions answered and hear more from Dr. Chris Riley-Tillman.

**Tier 2 Table Talks****(Room: Wilder)**

The best part of the ORTli Preconference/Conference is the collective knowledge of all the wonderful participants (presenters and attendees). Tap into this knowledge by attending this interactive session organized around topics chosen by you! More info will be provided in the session, but here's roughly how it works:

1. Find an open seat at a table. If you come with your team, try to spread out across multiple tables so you get to talk with people from other schools.
2. After a brief intro and overview from the session facilitator, introduce yourself to your table team and share your big unanswered question or challenging info from the day.
3. Table teams determine how much time you want to spend on each unanswered question from your table
4. For each topic/question, share, listen and learn!

It's just that simple.

# 2019 ORTIi Annual Conference

## Main Conference Schedule

**Wednesday, April 24<sup>th</sup>**

7:00 – 8:30 PM	Early Bird Check-In and Packet Pickup – Lobby
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**Thursday, April 25<sup>th</sup>**

Time	Session
7:00 – 8:00	Day 1 Check-In
8:00 – 8:15	Welcome and Opening Remarks: David Putnam Playwrights Hall
8:15 – 9:10	Keynote: Sharon Vaughn Playwrights Hall
9:10 – 9:30	Transition
9:30 – 10:45	Concurrent Session #1
10:45 – 11:00	Transition
11:00 – 12:15	Concurrent Session #2
12:15 – 1:15	Lunch
1:15 – 2:30	Concurrent Session #3
2:30 – 2:45	Transition
2:45 – 4:00	Concurrent Session #4
4:00 – 5:00	<b>ALL</b> Conference Reception - Lobby

**Friday, April 26<sup>th</sup>**

Time	Session
7:30 – 8:00	Day 2 Check-In
8:00 – 8:20	Your Mission, Should You Choose to Accept It: Playwrights Hall Opening Remarks for Day 2: ORTIi
8:20 – 8:40	Welcome from Colt Gill, Oregon Deputy Superintendent of Instruction
8:40 – 9:00	Transition
9:00 – 10:15	Concurrent Session #5
10:15 – 10:30	Transition
10:30 – 11:45	Concurrent Session #6
11:45 – 12:45	Lunch
12:45 – 2:00	Concurrent Session #7
2:00 – 2:15	Transition
2:15 – 3:15	End Note: Anita Archer – Playwrights Hall

**Join the conversation on Twitter: #ortii2019**

## MAIN CONFERENCE GENERAL SESSIONS

### KEYNOTE ADDRESS:

#### ***Teaching Literacy Effectively is Life Changing!***

*Sharon Vaughn, Ph.D.*



Dr. Sharon Vaughn is the Manuel J. Justiz Endowed Chair in Education and executive director of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin. Dr. Vaughn was the Editor-in-Chief of the Journal of Learning Disabilities and the Co-Editor of Learning Disabilities Research and Practice. She is the recipient of the AERA SIG distinguished researcher award and The University of Texas Distinguished faculty award. She is the author of numerous books and research articles that address the reading and social outcomes of students with learning difficulties. Dr. Vaughn has worked nationally and internationally with educators from Japan, Canada, Sweden, Norway, Portugal and Australia.

### END NOTE ADDRESS:

#### ***Learning is our Goal. Teaching is our Path.***

***Powerful instruction. Powerful practice. Powerful feedback. Powerful scaffolding.***

*Anita Archer, Ph.D.*



Anita L. Archer is an educational consultant to school districts on explicit instruction, the design and delivery of instruction, behavior management, and literacy instruction. Over the course of her 40-year career, Dr. Archer has taught elementary and middle school students and has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. She is nationally recognized for her professional development activities, having presented workshops and seminars in every state. Dr. Archer is coauthor, with Dr. Mary Gleason, of numerous curriculum materials addressing reading, writing, and study skills. She is the recipient of ten awards honoring her excellence in teaching and her

contributions to the field of education.

## FRIDAY WELCOME & OPENING REMARKS, COLT GILL

### **Oregon Deputy Superintendent of Public Instruction**



Deputy Superintendent Gill began his education career as a fourth and fifth grade teacher at Creslane Elementary School in the Creswell School District. Since that time, he has held positions of technology coordinator, principal, director of curriculum and instruction, and assistant superintendent, as well as superintendent of the Bethel School District. His work and experience made him the perfect choice for Oregon's first Education Innovation Officer, where he was responsible for increasing graduation rates across the state. Currently he is Oregon's Deputy Superintendent of Public Instruction. He is also an adjunct professor at the University of Oregon and has served on a

number of boards and commissions for the both the State of Oregon and various education and children's health and wellness institutions.



## Quick Guide to Concurrent Sessions

### Thursday, April 25<sup>th</sup>

**8:00 - 8:15 Welcome and Opening Remarks**

**Playwrights Hall**

**8:15 - 9:15 Keynote Address:**

**Playwrights Hall**

*Teaching Literacy Effectively is Life Changing!*

*Dr. Sharon Vaughn*

#### **Concurrent Session 1: Thursday 9:30 – 10:45**

<b>Every Minute Counts! Are your Tier 2-3 systems changing your students' lives?</b> <i>Jenice Pizzuto, ORTI Implementation Coach</i>	<b>Hellman</b>
<b>The Art and Science of Planning the 100%/20% Meetings: Fostering shared leadership</b> <i>Kate Barker, Principal and Sarah Felker, Title 1/Reading Specialist, Cherry Park Elementary School, David Douglas School District</i>	<b>Williams</b>
<b>Dyslexia and Specific Learning Disabilities in Reading in an RTI System</b> <i>Roland Good, President and Associate Director of Research and Development, Kelly Powell-Smith, Vice President and Associate Director of Research and Development, and Stephanie Stollar, Director of Professional Development, Dynamic Measurement Group</i>	<b>O'Neill</b>
<b>From Classroom Interactions to Disproportionate Outcomes: Addressing equity through MTSS &amp; SW-PBIS</b> <i>Chris Borgmeier, Professor, Portland State University</i>	<b>Vista</b>
<b>Progress Monitoring: How to make better decisions when faced with uncertainty</b> <i>Lisa Bates &amp; Jon Potter, ORTI Implementation Coaches</i>	<b>Sousa</b>
<b>Math Intervention – What's worked for us</b> <i>Molly Smith, Principal and Betsy Nedrow, Math Interventionist and Pre-K teacher, North Powder School District</i>	<b>Bloch</b>
<b>Learning to Read in a Second Language: Instructional practices for dual language classrooms</b> <i>Sylvia Linan-Thompson, Associate Professor, University of Oregon</i>	<b>Joplin/Seeger</b>
<b>ORTI: A Framework for Delivering on the Promise of Reaching and Teaching ALL Students</b> <i>David Putnam, Director, ORTI</i>	<b>Studio B/C</b>
<b>Implementing a Sustainable RTI System in a Small District – What Can Leaders Do?</b> <i>Kelly Welch, Director of Special Services, Gladstone School District</i>	<b>Ferber</b>
<b>9th Grade Success: Serving all students through a multi-tiered approach</b> <i>Karen Twain, Assistant Superintendent, Amber Fields, Administrator of College &amp; Career, Andrew Kearl, Associate Principal, Cindy Pellicci, On Track Coordinator, and Keri Butler, On Track Coordinator, Tigard Tualatin School District Daniel Ramirez, Professional Learning Specialist, NW Regional Education Service District</i>	<b>Wilder</b>
<b>Using Data-based Individualization to Put the "I" in IEPs</b> <i>Sarah Arden, Senior Researcher, and Teri Marx, Senior Researcher American Institutes for Research, Bill Rasplica, NCII Advisor</i>	<b>Hansberry</b>
<b>PBIS Assessment: Using survey tools to guide implementation fidelity</b> <i>Bert Eliason, Research Associate, University of Oregon</i>	<b>Directors</b>
<b>Thinking Outside the Box: Developing and implementing RTI in the Federated States of Micronesia</b> <i>Elizabeth Jankowski, Research Associate, Center for Equity Promotion, University of Oregon</i>	<b>Board</b>
<b>Open space for team collaboration (not facilitated)</b>	<b>Studio A</b>

## Concurrent Session 2: Thursday, 11:00 – 12:15

<b>The Importance of Quality Early Literacy Instruction to Avoid Academic Failure</b> <i>Barbara Steinberg, Dyslexia &amp; Literacy Specialist, and CEO of PDX Reading Specialist</i>	<b>Hellman</b>
<b>What Do Teachers Need to Know and Do to Meet the Needs of Students with Dyslexia?</b> <i>Sharon Vaughn, University of Texas at Austin &amp; Carrie Thomas Beck, Dyslexia Specialist, Oregon Department of Education</i>	<b>Williams/O'Neill</b>
<b>Understanding and Supporting Students with Challenging Behavior: School-wide training to build staff capacity</b> <i>Chris Borgmeier, Professor, Portland State University</i>	<b>Vista</b>
<b>Practical Implementation of Small Group Math Across a School or District</b> <i>Ashley Thomas, Math Instructional TOSA, Tigard-Tualatin School District and Jen Hunt, Elementary Math Consultant SMC Consulting</i>	<b>Sousa</b>
<b>Fostering Collective Efficacy in Instructional Coaching</b> <i>Julie Walker, RTI/Literacy Coordinator, Lindsley Gehrig, Literacy Coach and Jenn Montoya, Literacy Coach Bend-La Pine Schools</i>	<b>Bloch</b>
<b>Early Registration, Intervention, and Acceleration: Making the most of the kindergarten year</b> <i>Jessica Swindle, Principal Assistant TOSA and Nicole Smith, Literacy Specialist, Tigard-Tualatin School District</i>	<b>Joplin/Seeger</b>
<b>Middle School MTSS: Multi-Tiered Systems of Support in TTSD</b> <i>Katie Beckett, RTI/Literacy TOSA, Amy Curtis, Instructional Coordinator at Twality Middle School, Susan Morgan, Instructional Coordinator at Fowler Middle School, and Angela Harkness, Instructional Coordinator at Hazelbrook Middle School, Tigard-Tualatin School District</i>	<b>Studio B/C</b>
<b>PBIS 101: An overview of PBIS at a Tier 1 level</b> <i>Heather Bradshaw and Julie Sharp, PBIS Coaches, Salem-Keizer Public Schools</i>	<b>Ferber</b>
<b>Bringing the Process of Evaluating Core Screening Data to Life through Core Review (100%) Meetings!</b> <i>Shelby DiFonzo, ORTI Implementation Coach</i>	<b>Wilder</b>
<b>ORIS Meets ORTI: Integrating MTSS for literacy into the ORIS Framework</b> <i>Sarah Soltz, Coherent Strategies Specialist, Oregon Department of Education and David Putnam, Director ORTI</i>	<b>Hansberry</b>
<b>Open space for team collaboration (not facilitated)</b>	<b>Directors, Board &amp; Studio A</b>

## 12:15 – 1:15 LUNCH

## Concurrent Session 3: Thursday, 1:15 – 2:30

<b>Characteristics of Effective Instruction</b> <i>Barbara Steinberg, Dyslexia &amp; Literacy Specialist, and CEO of PDX Reading Specialist</i>	<b>Hellman</b>
<b>Increasing Equity and Student Success Through Perspective-taking, Empathy, and High Expectations</b> <i>Vicki Nishioka, Senior Research Advisor, &amp; Alexandra Aylward, Data Fellow, REL Northwest at Education Northwest, John Lenssen, Consultant,</i>	<b>Williams</b>
<b>Planning for Small Group Instruction During Core</b> <i>Teresa Lewellen, Independent Literacy Consultant and Lisa Bates ORTI Implementation Coach</i>	<b>O'Neill</b>
<b>Using RTI for Determining Specific Learning Disability Eligibility</b> <i>Nicole Kaye, ORTI Implementation Coach</i>	<b>Vista</b>
<b>Shoring Up the Core: K-5<sup>th</sup></b> <i>Katie Beckett, RTI/Literacy TOSA, Sue Scott, Associate Director of Teaching and Learning, and Janell Cooke, Reading Support Specialist, Tigard-Tualatin School District</i>	<b>Sousa</b>

### Concurrent Session 3: Thursday, 1:15 – 2:30 (Continued)

<b>Using Systems-Level Data to Examine Effectiveness of All Instructional Tiers</b> <i>Kelly Powell-Smith, Vice-President and Associate Director of Research &amp; Development, Stephanie Stollar, Director of Professional Development, and Roland Good, President and Associate Director of Research &amp; Development, Dynamic Measurement Group</i>	<b>Bloch</b>
<b>The ABCs of Secondary Schools: Early Warning Systems (Attendance, Behavior, Course Performance)</b> <i>Jodi Elizondo, Principal and Nathan Sandberg, Associate Principal, Ontario High School, Ontario School District</i>	<b>Joplin/Seeger</b>
<b>Enhancing Math Communication for All</b> <i>Jen Hunt, Elementary Math Consultant SMC Consulting</i>	<b>Studio B/C</b>
<b>From Classroom to Casa: Supporting emergent bilingual students through Multi-Tiered Systems of Support</b> <i>Erin Chaparro, Research Assistant Professor, University of Oregon</i>	<b>Ferber</b>
<b>Critical Features of Check-in Check-out as a Tier 2 Behavior System: Lessons learned</b> <i>Billie Jo Rodriguez, School Psychologist &amp; PBIS Coach, Springfield Public Schools</i>	<b>Wilder</b>
<b>Effective Behavior Support, Tier 1 Classroom Management and Behavior Strategies</b> <i>Sari Hedges, Colleen Thompson, and Sheri Le Drew, EBIS Tier 1 Coaches, Tigard-Tualatin School District</i>	<b>Hansberry</b>
<b>Facilitated Team Time</b> <i>Beth Ferguson, ORTLi Implementation Coach</i>	<b>Directors, Board, &amp; Studio A</b>

### Concurrent Session 4: Thursday, 2:45 – 4:00

<b>Number Sense: The universal math intervention</b> <i>Steve Wyborne, District Math Coach, Ontario School District</i>	<b>Hellman</b>
<b>Building and Sustaining Long-Term School Improvement: Systemic Change requires systematic thinking</b> <i>Scott Drue, Principal and Alfonso Giardiello, Assistant Principal, Aloha-Huber Park K-8 School, Beaverton School District</i>	<b>Williams</b>
<b>It's <u>ALL</u> about the Core! Do you have an effective core reading system in your district/school?</b> <i>Jenice Pizzuto, ORTLi Implementation Coach</i>	<b>O'Neill</b>
<b>Leveraging the Power of a Growth Mindset in an Elementary Classroom</b> <i>Sarah Vannice, 2<sup>nd</sup> Grade Teacher, Lake Oswego School District</i>	<b>Vista</b>
<b>Equity Based MTSS: Ensuring All really means All</b> <i>Dawn Miller, Associate Director, SWIFT Education Center, University of Oregon</i>	<b>Sousa</b>
<b>Using Pathways of Progress to Set Goals and Evaluate Student Progress</b> <i>Stephanie Stollar, Director of Professional Development, Roland Good, President and Associate Director of Research &amp; Development, and Kelly Powell-Smith, Vice-President and Associate Director of Research &amp; Development, Dynamic Measurement Group, Sherrie Kendall, Literacy Instructional Coach, Centennial School District</i>	<b>Bloch</b>
<b>The Power of Grades: What are We Communicating and to Whom?</b> <i>Beth Ferguson, ORTLi Implementation Coach</i>	<b>Joplin/Seeger</b>
<b>Gleeful Learning 2.0: The intersection of technology and Hattie's work on student achievement</b> <i>Jennifer Scypinski, Instructional TOSA, Instructional Tech, and Sonia Lulay, Instructional Technology Coach, Tigard-Tualatin School District</i>	<b>Studio B/C</b>

**Concurrent Session 4: Thursday, 2:45 – 4:00 (Continued)**

<b>District Level Data Review: Systematically improving teaching and learning</b> <i>Lisa Bates, ORTIi Implementation Coach and Sally Helton, ORTIi Consultant</i>	<b>Ferber</b>
<b>Advanced Topics on Check-in Check-out: Fading and intensifying supports</b> <i>Billie Jo Rodriguez, School Psychologist and PBIS Coach, Springfield Public Schools</i>	<b>Wilder</b>
<b>Advanced Tiers PBIS: Support students with challenging behavior</b> <i>Charisse Elliott, PBIS Coach, Salem-Keizer Public Schools</i>	<b>Hansberry</b>
<b>Facilitated Team Time,</b> <i>Nicole Kaye, ORTIi Implementation Coach</i>	<b>Directors &amp; Board</b>
<b>Reserved Room</b>	<b>Studio A</b>

**Thursday, 4:00 – 5:00**

<b>ALL Conference Reception: Join us for Food, Fun, Friends, &amp; reFreshments!</b>	<b>Lobby</b>
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**Friday, April 26<sup>th</sup>**

**8:00 – 8:20 Your Mission, Should You Choose to Accept It:**  
**Opening Remarks for Day 2, ORTIi**

**Playwrights Hall**

**8:20 – 8:40 Welcome from Colt Gill, Oregon Deputy Superintendent of Instruction**

**Concurrent Session 5: Friday, 9:00 – 10:15**

<b>Enhancing Core Reading Instruction (ECRI) for At-Risk Readers (K-2)</b> <i>Carol Dissen, Literacy Specialist, University of Oregon</i>	<b>Hellman</b>
<b>Improving Written Compositions: One sentence at a time</b> <i>Anita Archer, Educational Consultant</i>	<b>Williams/ O'Neill</b>
<b>Reviewing Your System of Interventions: Is intervention failure a rare event?</b> <i>Elise Hall, Title 1/ELA Administrator, David Douglas School District and Jon Potter, ORTIi Implementation Coach</i>	<b>Vista</b>
<b>Increasing Student Engagement Through Opportunities to Respond</b> <i>Shelby DiFonzo &amp; Beth Ferguson, ORTIi Implementation Coach</i>	<b>Sousa</b>
<b>"Greatest Hits" To Develop Language in Mathematics</b> <i>Jane Osborne, K-12 Math Coach, Hood River County School District</i>	<b>Bloch</b>
<b>RTI "Strategy": Strategically planning to implement RTI</b> <i>Nicole Kaye, ORTIi Implementation Coach</i>	<b>Joplin/Seeger</b>
<b>DIBELS 8<sup>th</sup> Edition: What's new in CBM?</b> <i>Nancy Nelson, Research Assistant Professor and Gina Biancarosa, Associate Professor, University of Oregon</i>	<b>Studio B/C</b>
<b>Behavior Support Plans: If WE design them we can use them effectively</b> <i>Lillian Groff, Behavior Consultant, Eugene 4J, and WISPR</i>	<b>Wilder</b>
<b>MTSS in a Dual Language System</b> <i>Jacob Williams, Senior Advisor, Education Northwest</i>	<b>Ferber/ Hansberry</b>
<b>Facilitated Team Time</b> <i>Jenice Pizzuto, ORTIi Implementation Coach</i>	<b>Directors, Board, &amp; Studio A</b>

### Concurrent Session 6: Friday, 10:30 – 11:45

<b>Coordinating Academic and Behavior in MTSS: A single unified system, or the Dance of the Double Helix?</b> <i>Teri Lewis Statewide Advanced Tiers Coordinator, Idaho Positive Behavior Network &amp; David Putnam, Director, ORTli</i>	<b>Hellman</b>
<b>Keys to Reading Comprehension</b> <i>Anita Archer, Educational Consultant</i>	<b>Williams/ O'Neill</b>
<b>Diagnosing Decoding Issues in Students of All Ages</b> <i>Nick Goodman, Implementation Specialist, Really Great Reading</i>	<b>Vista</b>
<b>If You're Not Talking About Math Talk, Then You're Not Talking About Math</b> <i>Steve Wyborney, District Math Coach, Ontario School District</i>	<b>Sousa</b>
<b>Language Focused Repeated Reading: Improving language and fluency outcomes for English Learners in the PLUSS Framework</b> <i>Amanda Sanford and Julie Esparza Brown, Associate Professors, Portland State University and Metzger Elementary Staff, Tigard-Tualatin School District: Todd Farris, Principal, Jessica Swindle, Principal Assistant TOSA, and Jesabel Centeno &amp; Joyce Haner, Title 1 Reading Specialists</i>	<b>Bloch</b>
<b>Small District Leadership Forum</b> <i>SuAnn Dixon, Title 1 Teacher, North Powder School District, Penny Grotting, Superintendent, North Central Education Service District, Lauren Berg, Principal, Yamhill-Carlton Elementary School, Mike Abrams, Learning Specialist, McKenzie School District, and Lane Tompkins, McKenzie School District, Facilitated by Beth Ferguson and Nicole Kaye, ORTli Implementation Coaches</i>	<b>Joplin/Seeger</b>
<b>Promoting Algebra Readiness: Teaching rational numbers to support student success in mathematics</b> <i>Nancy Nelson, Research Assistant Professor, Kathy Jungjohann, Lead Curriculum Designer and Expert Math Coach, and Ben Clarke, Associate Professor, School Psychology &amp; Associate Director, Center on Teaching and Learning, University of Oregon</i>	<b>Studio B/C</b>
<b>How Districts are Using Implementation and Improvement Science to Close Longstanding Disparities in Educational Outcomes</b> <i>Kathleen Ryan Jackson, Implementation Specialist, National Implementation Research Network, Sondra Stegenga &amp; Sloan Storie, Western Implementation Society for Practice and Research (WISPR), and Lillian Groff, Behavior Consultant, Eugene 4J School District</i>	<b>Wilder</b>
<b>Are Your Walkthroughs Helping Improve Instruction? Leadership Matters in Improving Core Instruction! It is time for an effective, efficient routine that can IMPACT outcomes!</b> <i>Jenice Pizzuto, ORTli Implementation Coach</i>	<b>Ferber/ Hansberry</b>
<b>Facilitated Team Time</b> <i>Shelby DiFonzo, ORTli Implementation Coach</i>	<b>Directors, Board, &amp; Studio A</b>

### 11:45 – 12:45 LUNCH

### Concurrent Session 7: Friday, 12:45 – 2:00

<b>Building and Maintaining a Healthy School Culture</b> <i>Jon Potter, ORTli Implementation Coach</i>	<b>Hellman</b>
<b>How to Amplify Phonological Awareness: Tips to support all of your emerging readers</b> <i>Carrie Thomas Beck, Dyslexia Specialist, Oregon Department of Education</i>	<b>Williams/ O'Neill</b>
<b>Erasing the Misery of Reading and Spelling Multi-Syllable Words</b> <i>Nick Goodman, Implementation Specialist, Really Great Reading</i>	<b>Vista</b>

**Concurrent Session 7: Friday, 12:45 – 2:00 (Continued)**

<b>20% Intervention Review Meeting Process and Practices: Lessons learned through implementation</b> <i>Brad Thorud, Principal, Sarah Thorud, Reading Specialist, and Amber Crawford, Dawn Warren, Becki Horness, and Charlie Sittloh, Teachers, Clatskanie Elementary School</i>	<b>Sousa</b>
<b>Building Your School's Tier 2 Menu: What do you need? What do you have already?</b> <i>Teri Lewis, Statewide Advanced Tiers Coordinator, Idaho Positive Behavior Network</i>	<b>Bloch</b>
<b>Revamping the Elementary Tier 2 Behavior System in Tigard-Tualatin School District</b> <i>Lindsey Pratt, PBIS TOSA and Erin Gillam, School Counselor/Psychologist, Tigard-Tualatin School District</i>	<b>Joplin/Seeger</b>
<b>Narrowing the Achievement Gap through Reciprocal Teaching</b> <i>Carrie Stock, Middle School English Teacher and Amy Curtis, Instructional Coordinator, Twality Middle School, Tigard-Tualatin School District</i>	<b>Studio B/C</b>
<b>Introducing Restorative Practices into High Schools</b> <i>Claudia Vincent, Research Associate and John Inglish, Conflict and Dispute Resolution Program Director, University of Oregon</i>	<b>Wilder</b>
<b>Disproportionality in School Discipline: How do we measure it and what can we do?</b> <i>Bert Eliason, Research Associate, University of Oregon</i>	<b>Ferber/ Hansberry</b>
<b>Facilitated Team Time</b> <i>Shelby DiFonzo, ORTIi Implementation Coach</i>	<b>Directors, Board, &amp; Studio A</b>

**2:15 – 3:15 Endnote Address:**

**Playwrights Hall**

***Learning is our Goal. Teaching is our Path.***

***Powerful instruction. Powerful practice. Powerful feedback. Powerful scaffolding.***

***Dr. Anita Archer***



**Share the learning on Twitter: #ortii2019**

## Complete Schedule and Session Details

### Day 1: Thursday, April 25, 2019

<b>7:00 – 8:00</b>	<b>DAY 1 CHECK-IN</b>	<b>Lobby</b>
<b>8:00 – 8:15</b>	<b>WELCOME AND OPENING REMARKS</b> <i>Oregon Response to Instruction and Intervention</i>	<b>Playwrights Hall</b>
<b>8:15 – 9:15</b>	<b>KEYNOTE ADDRESS</b> <b><i>Teaching Literacy Effectively is Life Changing!</i></b> Dr. Sharon Vaughn	<b>Playwrights Hall</b>

Literacy opens windows and doors to a future that might otherwise be unimaginable for many students. In this presentation, Sharon Vaughn specifies instructional practices that teachers can incorporate into their daily routines to meet the needs of the range of learners in their classrooms, including students with dyslexia and students who are English Learners. Dr. Vaughn identifies practices that leverage the power of teaching to enhance reading and writing outcomes for *all students*. Many of these practices can be readily integrated into current instruction; some may be enhancements to current practices and some will require adopting new practices. Examples of misunderstandings that may be interfering with successful implementation of effective literacy practices will be discussed. *Teaching literacy effectively is life changing!* Come and learn the strategies Dr. Vaughn has researched to help teachers make a difference in the lives of more of their students!

#### CONCURRENT SESSION DESCRIPTIONS

Sessions are categorized according to following:

**Grade Level:** Elementary, Secondary, All  
**Content Area:** Reading, Math, Behavior, ELs (English Learners), All  
**Domain:** Culture/Equity (Culture), Leadership, Teaming & Data-Based Decision Making (DBDM), Professional Learning (PL), Core, Screening, Interventions, Progress Monitoring (PM), Specific Learning Disability Decision Making (SLD)

#### **9:30 – 10:45      CONCURRENT SESSION 1**

**Every Minute Counts!** **(Room: Hellman)**

**Are your Tier 2-3 systems changing your students' lives?**

*Jenice Pizzuto, ORTI Implementation Coach*

**(Grade Level:** Elementary **Content Area:** Reading **Domain:** Interventions

**NEW SESSION**

**RTI FOUNDATIONS**

Does your intervention system work? Are students progressing? How do you know? Developing a robust, evidence-based Tier 2-3 intervention system can be challenging, but there are some key moves districts and schools can make to bring to life the promise of interventions that IMPACT student outcomes. We will clearly define what is an intervention and why we would intervene with students. Participants will learn about the differences

between Tier 2 and Tier 3 interventions and see examples of each in practice. You will leave with an advanced organizer that will help you identify areas of strength and areas for growth in your intervention system and walk away with an action step to take to IMPACT your system.

**The Art and Science of Planning the 100%/20% Meetings:**

**(Room: Williams)**

**Fostering shared leadership**

*Kate Barker, Principal and Sarah Felker, Title 1/Reading Interventionist,  
Cherry Park Elementary, David Douglas School District*

**(Grade Level:** Elementary/Middle **Content Area:** Reading/Math **Domain:** Leadership, DBDM)

**NEW SESSION**

We all want our data team meetings to operate with a clear goal that is understood by all. However, do some of your teams exhibit defensiveness, a lack of accountability or follow through, or have a tendency to be disengaged? Would you like to see how one leadership team differentiates 100% and 20% meetings so that conversations are productive, collaborative, and beneficial while maintaining positive relationships with staff? Come see how one principal collaborates with her team as they consider both the art and the science of data team meetings. The magic happens as they negotiate the protocols, the data, and personalities. They will share their highly effective meeting protocol and describe how you can change it to fit the needs of your community. Observe how the team poses questions for self-reflection and learn how to plan for the tough conversations necessary for positive results.

**Dyslexia and Specific Learning Disabilities in Reading in an RTI System**

**(Room: O'Neill)**

*Roland Good, President and Associate Director of Research and Development, Kelly Powell-Smith, Vice President and Associate Director of Research and Development, and Stephanie Stollar, Director of Professional Development, Dynamic Measurement Group*

**(Grade Level:** Elementary **Content Area:** Reading **Domain:** DBDM, Screening, PM, SLD)

**NEW SESSION**

Knowing how much growth is typical for students at all skill levels is useful for making decisions about progress monitoring goals in an RTI model. This information, along with instructional effectiveness, is important in the diagnosis of reading disabilities, like dyslexia. A hallmark of dyslexia is poor reading performance despite generally effective reading instruction (VanDerHeyden & Burns, 2017). Participants will learn to: (a) use screening data to identify students who are at risk for dyslexia/reading disabilities, (b) examine direct measures of student progress with instruction, (c) use these data to provide individualized support to students with disabilities.

**From Classroom Interactions to Disproportionate Outcomes:**

**(Room: Vista)**

**Addressing equity through MTSS & SW-PBIS**

*Chris Borgmeier, Professor, Portland State University*

**(Grade Level:** Elementary/Middle/High **Content Area:** Behavior **Domain:** Culture/Equity, Leadership, DBDM, Interventions)

This presentation examines how implicit bias and teacher expectations influence classroom interactions that contribute to disproportionate outcomes and inequitable school experiences for students. A school-wide approach rooted in MTSS/SWPBIS will be presented as a framework for supporting staff to reduce disproportionate outcomes and improve school experiences for all students. *(Continued)*



Following this session, participants will be able to:

- 1) Describe implicit bias and classroom practices that are highly susceptible to implicit bias.
- 2) Identify evidence-based classroom practices that can be used to reduce staff susceptibility to the expression of implicit bias in the classroom.
- 3) Identify ways to align an equity focus with implementation of MTSS/SW-PBIS

**Progress Monitoring:**

**(Room: Sousa)**

**How to make better decisions when faced with uncertainty**

*Jon Potter and Lisa Bates, ORTI Implementation Coaches*

**(Grade Level:** Elementary **Content Area:** Reading **Domain:** DBDM, PM)

**NEW SESSION**

**RTI FOUNDATIONS**

This session will provide participants with key things to consider when developing academic progress monitoring systems and decision rules to guide decision making, with a focus on literacy. Presenters will discuss current best practices in setting ambitious and attainable student goals, decision rules for when to change or intensify interventions, and considerations for monitoring students below grade level. Participants should have a basic understanding of progress monitoring practices.

**Math Intervention – What’s Worked for Us**

**(Room: Bloch)**

*Molly Smith, Principal and Betsy Nedrow, Math Interventionist and Pre-K teacher, North Powder School District*

**(Grade Level:** Early Childhood/Elementary **Content Area:** Math **Domain:** Culture/Equity, Leadership, DBDM, PL, Core, Interventions)

Come join us for an interactive session where you will walk away with researched based practices on effective math instruction. Participants will see what we have done in the North Powder School District with our math intervention program and walk away with fun, engaging math fluency games for Kindergarten through 5<sup>th</sup> grades.

**Learning to Read in a Second Language:**

**(Room: Joplin/Seeger)**

**Instructional practices for dual language classrooms**

*Sylvia Linan-Thompson, Associate Professor, University of Oregon*

**(Grade Level:** Elementary **Content Area:** Reading, ELs **Domain:** Core, Interventions)

**NEW SESSION**

Two-way dual language classrooms are becoming more common. In these classrooms all students learn in their second language part of the day. While there are many resources for students learning English as a second language there are fewer resources for students who are learning Spanish as a second language especially those who are experiencing difficulty. In addition to implementing explicit literacy instruction, teachers can help students develop meta-linguistic skills.

During this session participants will learn practices for effective oral language, reading, and writing in a second language. They will also learn how to support students who are struggling with reading in their first, second, or both languages.

**ORTIi: A Framework for Delivering on the Promise  
of Reaching and Teaching ALL Students**

**(Room: Studio B/C)**

*David Putnam, Director, Oregon Response to Instruction and Intervention*

**(Grade Level:** Elementary **Content Area:** Reading **Domain:** All)

**RTI FOUNDATIONS**

According to the most recent federal data, more than 60 percent of fourth-graders in the United States are not proficient readers. It is not hyperbole to say that we *continue* to have a literacy crisis despite clear evidence of the practices that are most effective for teaching reading. This session will provide an introduction to the guiding principles of an effective and efficient RTI system. The presentation will focus on an outline of the essential components of ORTIi's comprehensive RTI system and a framework for implementing those components. Outcome data demonstrating effectiveness and upcoming opportunities for participating in the ORTIi project will be discussed.

**Implementing a Sustainable RTI System in a Small District –  
What Can Leaders Do?**

**(Room: Ferber)**

*Kelly Welch, Director of Special Services, Gladstone School District*

**(Grade Level:** Elementary **Content Area:** All **Domain:** Leadership)

This session will address the following aspects of implementing an RTI System:

- Leading a Learning Organization: *Leaders go first to be the Lead Learner*
- The System: *Efficient and effective RTI system*
- Maximizing Resources: *Human and capital*
- Getting Results: *Improving outcomes for at risk, benchmark and special education students*

**9th Grade Success:**

**(Room: Wilder)**

**Serving all students through a multi-tiered approach**

*Karen Twain, Assistant Superintendent, Amber Fields, Administrator of College & Career, Andrew Kearl, Associate Principal, Cindy Pellicci, On Track Coordinator and Keri Butler, On Track Coordinator, Tigard Tualatin School District and Daniel Ramirez, Professional Learning Specialist, NW Regional Education Service District*

**(Grade Level:** High **Content Area:** All **Domain:** Equity/Culture, Leadership, DBDM, PL, Core, Interventions, PM)

**NEW SESSION**

Participants will learn structures, programs and systems across Tier 1, Tier 2, and Tier 3 that are specially designed to ensure all 9th graders are On Track by the end of freshmen year. As research supports, 9th graders On Track (6 credits or more) are 3.5 times more likely to graduate in four years. Participants will walk away with concrete examples of how to build a 9th grade system and programs that are equity-driven, trauma-informed and systematically designed to dynamically support student needs. Participants will also gain an understanding of considerations (i.e. grading practices, instructional practices, 21st century skills) that would further lift the work.

**Using Data-based Individualization to Put the “I” in IEPs** (Room: Hansberry)

*Sarah Arden, Senior Researcher, and Teri Marx, Senior Researcher American Institutes for Research, Bill Rasplica, NCII Advisor*

**(Grade Level:** Elementary/Middle **Content Area:** All **Domain:** DBDM, Interventions, PM, SLD)  
**NEW SESSION**

Are you struggling with setting realistic yet meaningful goals for your students while still ensuring alignment to standards? This session, intended for special educators in K-8 settings, will introduce participants to the National Center on Intensive Intervention's mechanism for providing specially designed instruction: data-based individualization (DBI). Participants will learn how to use DBI to set individualized, standards-aligned IEP goals for students; design individualized instruction; improve and simplify individual education program (IEP) writing; and identify strategies for improving student outcomes.

Participants will use data from the DBI process to design individualized, specialized instruction and evaluate progress, use data to write realistic intervention and IEP goals using a variety of goal-setting strategies across academics and behavior, and will access a variety of resources to better understand how to intensify intervention.

**PBIS Assessment: Using survey tools to guide implementation fidelity** (Room: Directors)

*Bert Eliason, Research Associate, University of Oregon*

**(Grade Level:** All **Content Area:** Behavior **Domain:** Culture/Equity, Screening, Interventions, PM)

This session will share information about the reliable and valid survey and reporting tools available free to all users via PBIS Assessment. Regular and ongoing assessment of PBIS implementation and the related student outcomes is foundational to the implementation of PBIS. Such data should be used to continually inform the action plan for improving the school environment and to plan for professional development.

PBIS Assessment offers ten surveys that assess SWPBIS implementation fidelity and four more that attend to implementation outcomes for students, staff, and families. The surveys can be used by school teams to assess their implementation fidelity and to monitor progress of improvement. But which survey tools should a group use, and how do we plan for this evaluation process?

**Thinking Outside the Box:** (Room: Board)

**Developing and implementing RTI in the Federated States of Micronesia**

*Elizabeth Jankowski, Research Associate, Center for Equity Promotion, University of Oregon*

**(Grade Level:** Elementary **Content Area:** Reading, ELs **Domain:** Culture/Equity, Leadership, DBDM, PL, Core, Screening, Interventions)

**NEW SESSION**

The University of Oregon Center on Equity Promotion has been collaborating with the Federated States of Micronesia (FSM) Department of Education for the past four years on improving the literacy outcomes for students within the country. The focus of these efforts has been through development of a K-5 Response to Intervention reading framework at one pilot school in each of the four FSM island states. This presentation will describe development and implementation of an RTI model in each of these four pilot sites. Key highlights include: (a) Considerations for building an RTI program from scratch with little to no funding and limited teacher background knowledge; (b) Cultural considerations when working with students and families from outside the U.S., particularly the Pacific islands; and (c) Practical suggestions for working with young English learners inside English reading classrooms.

**The Importance of Quality Early Literacy Instruction  
to Avoid Academic Failure**
**(Room: Hellman)**
*Barbara Steinberg, Dyslexia & Literacy Specialist, and CEO of PDX Reading Specialist*
**(Grade Level:** EC/Elementary **Content Area:** Reading **Domain:** Core, Interventions)

**NEW SESSION**

Research has shown that a child who fails to read adequately in 1st grade has a 90% probability of reading poorly in 4th grade. However, with evidence-based instruction in phonological awareness and alphabet knowledge, we can prevent academic failure for most students. At the end of this workshop, attendees will explain a scientifically valid model of the language processes underlying reading and writing, identify the most salient instructional needs of students who are at different points of reading and writing development and learn strategies to support oral language and written language development.

**What Do Teachers Need to Know and Do  
to Meet the Needs of Students with Dyslexia?**
**(Room: Williams/O'Neill)**
*Sharon Vaughn, Professor and Executive Director of the Meadows Center for Preventing Educational Risk, University of Texas, Austin and Carrie Thomas Beck, Dyslexia Specialist, Oregon Department of Education*
**(Grade Level:** Elementary **Content Area:** Reading **Domain:** Core)

**NEW SESSION**

Students with dyslexia can be well served within general education with tiered support provided that the instruction focuses on the critical foundational skills in reading and the teacher knows HOW to teach these skills. This interactive session will focus on the principles of instruction that empower teachers to meet the needs of students with dyslexia in their classrooms. The presenters will share strategies to provide explicit, engaging and scaffolded instruction along with specific examples of each. Participants will be asked to consider key questions about their current practices and steps they can take to intensify support for students who struggle with word reading in their classrooms.

**Understanding and Supporting Students with Challenging Behavior:  
School-wide training to build staff capacity**
**(Room: Vista)**
*Chris Borgmeier, Professor, Portland State University*
**(Grade Level:** Elementary/Middle/High **Content Area:** Behavior **Domain:** PL, Interventions)

Supporting students with challenging behavior requires a school-wide effort. Students benefit when all staff are trained in the basics of understanding behavior and behavioral intervention. This session presents a training model with free training resources to build staff skills to support challenging student behavior.

Following this session, participants will be able to articulate benefits of school-wide training in the basics of behavior and intervention and will be able to access and describe strategies for using Basic FBA to BIP e-learning modules for professional development and to improve school processes and systems to more efficiently support students with challenging behavior.

**Practical Implementation of Small Group Math Across a School or District (Room: Sousa)**

Ashley Thomas, Math Instructional TOSA, Tigard-Tualatin School District and  
Jen Hunt, Elementary Math Consultant, SMC Consulting

**(Grade Level:** Elementary **Content Area:** Math **Domain:** Core, Interventions)

**NEW SESSION**

Tigard-Tualatin School District is leading the way for a district-wide roll-out of differentiated, small-group math instruction. Elementary math differentiation is best achieved through meeting with students in small groups, but how does that scale up to a whole school? Or district? Through the format of lab classrooms, teacher-skills are honed, practices are developed, and student-needs are met. Lab teachers then become model classrooms to train further teachers in effective small-group instruction. Join us to find out how to make small group math work for the elementary schools in your district!

Learning outcomes:

- 1) Attendees will learn the benefits of a differentiated math classroom.
- 2) How to initiate a lab classroom format.
- 3) How to scale up a handful of lab classrooms to a whole district.

**Fostering Collective Efficacy through Instructional Coaching (Room: Bloch)**

Julie Walker, RTI/Literacy Coordinator, Lindsley Gehrig, Literacy Coach, and Jenn Montoya, Literacy Coach, Bend La Pine Schools

**(Grade Level:** Elementary/Secondary **Content Area:** Reading **Domain:** Equity/Culture, Leadership, DBDM, PL, Core, Interventions)

How do collective teacher efficacy and instructional coaching intersect? We believe through our collective action, coaches can help educators reconnect with their ultimate purpose: ensuring student success. In this K-12 session, we will discuss leadership practices that focus on teacher efficacy while reflecting on action steps that will keep you moving forward in your role as a coach.

**Early Registration, Intervention, and Acceleration: (Room: Joplin/Seeger)**

**Making the most of the kindergarten year**

Jessica Swindle, Principal Assistant TOSA and Nicole Smith, Literacy Specialist, Tigard-Tualatin School District

**(Grade Level:** Early Childhood/Elementary **Content Area:** All **Domain:** Culture/Equity, DBDM, Core, Screening, Interventions, PM)

Attendees will learn about the events, programs, curricula, and instructional strategies that we have used in TTSD to register students for kindergarten earlier, provide them with a 4-week summer program prior to kindergarten, and accelerate learning in social emotional learning, self-regulation skills, literacy, and math. Attendees will learn about the most critical skills to intervene upon and the most effective ways to do it. Attendees will see the outcomes that we have produced through the combined efforts of early registration, parent engagement, summer programming, and early and relentless intervention. We will present student outcome data from our summer program and the full kindergarten year.

**Middle School MTSS: Multi-Systems of Support in TTSD****(Room: Studio B/C)**

*Katie Beckett, RTI/Literacy TOSA, Amy Curtis, Instructional Coordinator at Twality Middle School, Susan Morgan, Instructional Coordinator at Fowler Middle School, and Angela Harkness, Instructional Coordinator at Hazelbrook Middle School, Tigard-Tualatin School Dist.*

**(Grade Level:** Middle **Content Area:** Reading **Domain:** Leadership, DBDM, PL, Core, Screening, Interventions, PM

**NEW SESSION**

Come learn how TTSD has established a MTSS model in our middle schools including screening, 100% Meetings, reading intervention, progress monitoring, protocols and decision rules, and 20% Meetings. Instructional Coordinators from each middle school will share implementation successes and challenges from the last three years of work. Attendees will walk away with examples of assessment and intervention protocols, decision rules, and meeting agendas/outcomes for a successful MTSS system.

**PBIS 101: An overview of PBIS at a Tier 1 level****(Room: Ferber)**

*Heather Bradshaw and Julie Sharp, PBIS Coaches, Salem-Keizer Public Schools*

**(Grade Level:** Elementary/Secondary **Content Area:** Behavior **Domain:** Culture/Equity, PL)

This session will cover the four core features of PBIS. Those attending will walk away with an understand of the PBIS logic model and how Tier 1 plays a part in creating a culture within a school building. We will briefly cover the four core features and how they pertain to creating that culture within a building.

**Bringing the Process of Evaluating Core Screening Data to Life Through Core Review (100%) Meetings!****(Room: Wilder)**

*Shelby DiFonzo, ORTI Implementation Coach*

**(Grade Level:** Elementary **Content Area:** Reading **Domain:** DBDM)

**RTI FOUNDATIONS**

Collaboration is key; come see how the meeting process can support focused, empowering teacher collaboration. This session will explore the structure and purpose of Core Review (100%, or Tier 1) Team Meetings. Participants will learn about ways to analyze school-wide screening data in a meaningful way and explore how that data can inform a grade level plan to address deficits through changes in the core. Videos will provide examples of the meeting process, facilitating a meeting and data-based decision making at the Tier 1 level using the problem-solving framework and the factors that impact student learning (Instruction, Curriculum, Environment, & Learner). Participants will receive a tool to help guide Tier 1 meeting discussions. **Prerequisite:** Participants should have a basic understanding of the Problem-Solving Process

**ORIS Meets ORTIi:****(Room: Hansberry)****Integrating MTSS for literacy into the ORIS Framework**

*Sarah Soltz, Coherent Strategies Specialist, Oregon Department of Education and  
David Putnam, Director Oregon Response to Instruction and Intervention*

**(Grade Level:** Elementary/Middle **Content Area:** Reading **Domain:** All)

**NEW SESSION**

The Oregon Integrated Systems (ORIS) framework is a comprehensive framework for school and district transformation available to all districts in Oregon. Join the Oregon Department of Education (ODE) and Oregon Response to Instruction and Intervention (ORTIi) to learn about ORIS and how it integrates with ORTIi's comprehensive system for effective instructional practices in literacy. This session will provide an overview of ORIS components and describe how the framework supports district planning and implementation of educational best-practices in general, and MTSS for literacy in particular. Opportunities for support and implementation resources will be shared.

**12:15 – 1:15 LUNCH****1:15 – 2:30 CONCURRENT SESSION 3****Characteristics of Effective Instruction****(Room: Hellman)**

*Barbara Steinberg, Dyslexia & Literacy Specialist, and CEO of PDX Reading Specialist*

**(Grade Level:** Elementary **Content Area:** Reading **Domain:** Core Instruction)

**NEW SESSION**

A curriculum does not teach a child; a trained teacher does. In this engaging, hands-on workshop, attendees will learn instructional strategies to match the specific foundational skill deficits of struggling readers. Attendees will also learn how to select and evaluate evidence-based reading intervention curriculum.

**Increasing Equity and Student Success****(Room: Williams)****Through Perspective-taking, Empathy, and High Expectations**

*Vicki Nishioka, Senior Research Advisor & Alexandra Aylward, Data Fellow, REL Northwest at Education Northwest, John Lenssen, Consultant*

**(Grade Level:** Elementary/Middle/High **Content Area:** Behavior **Domain:** Culture/Equity, PL, Interventions)

Join this interactive session to learn how to promote equity for all students through perspective taking and empathy. Presenters will share evidence-based practices that create emotionally supportive classrooms, help change students' mindset about their ability to succeed in school, and prevent situations that lead to exclusionary discipline. Presenters will also share information about resources on social-emotional learning and increasing equity in school discipline practices.

**Planning for Small Group Instruction During Core****(Room: O'Neill)**

*Teresa Lewellen, Independent Literacy Consultant and  
Lisa Bates, ORTli Implementation Coach,*

**(Grade Level:** Elementary **Content Area:** Reading **Domain:** DBDM, Core)

This presentation will focus on the planning involved in developing small group instruction tailored to students' skill needs. Presenters will focus on why small group instruction is important, how to use data to place students in small instructional groups and how to identify which instructional routines to use for each group. The amount of time to spend on specific skills and what materials to use will also be discussed.

**Using RTI to Determine SLD Eligibility****(Room: Vista)**

*Nicole Kaye, ORTli Implementation Coach*

**(Grade Level:** Elementary **Content Area:** Reading **Domain:** SLD)

**RTI FOUNDATIONS**

Using an RTI model for determining Specific Learning Disability (SLD) eligibility is a comprehensive process. This session will address the questions that need to be answered and what data sources can be used to answer them when determining SLD eligibility in Oregon. The presenter will also demonstrate how using an RTI model allows you to go beyond simply identifying the disability, by providing much more functional and comprehensive information around what evidence-based instructional supports are needed to ensure student success.

**Shoring Up the Core: K-5<sup>th</sup>****(Room: Sousa)**

*Katie Beckett, RTI/Literacy TOSA, Sue Scott, Associate Director of Teaching & Learning, and  
Janell Cooke, Reading Support Specialist, Tigard-Tualatin School District*

**(Grade Level:** Elementary **Content Area:** Reading, **Domain:** DBDM, PL, Core

**NEW SESSION**

What does "shoring up the core" actually mean? What does it look like? How does a district address core curriculum and instruction when 80% of students are not meeting benchmark? In this session, you will learn how TTSD worked with classroom teachers to examine curriculum and instruction in K-5th grades.

Outcomes include a systematic implementation of evidence-based instructional strategies aimed to accelerate below level students toward grade level goals, curriculum maps which include required curriculum components, revised scope/sequences and rules for differentiation, pacing guides, common assessments, and shared resources for students below and above grade level.



**Using Systems-Level Data to Examine Effectiveness of All Instructional Tiers (Room: Bloch)**

*Kelly Powell-Smith, Vice-President and Associate Director of Research & Development, Stephanie Stollar, Director of Professional Development, and Roland Good, President and Associate Director of Research & Development, Dynamic Measurement Group*

**(Grade Level:** Elementary **Content Area:** Reading **Domain:** DBDM, PM)

**NEW SESSION**

This presentation will demonstrate using system-level data to inform decisions about instructional effectiveness across Tiers. Effectiveness of Instructional Levels Reports and Summative Growth Reports (SGR) will be shared. SGRs provide classroom progress data compared to other same-grade classrooms across the nation. With the SGR student progress is measured only in comparison to other students who began the year at a similar level, ensuring that classroom systems comprised primarily of students with low skills are not unfairly compared to those comprised primarily of students with high skills. Participants will learn how to use system-level data to examine outcomes across instructional tiers.

**The ABCs of Secondary Schools:**

**(Room: Joplin/Seeger)**

**Early Warning Systems (Attendance, Behavior, Course Performance)**

*Jodi Elizondo, Principal, and Nathan Sandberg, Associate Principal, Ontario High School, Ontario School District*

**(Grade Level:** Middle/High **Content Area:** All **Domain:** DBDM, Core, Interventions, PM)

Come join us in this session to learn how one district has:

1. systematically collected data unique to a secondary level to inform their data driven decisions and
2. used that data to develop a systematic progress monitoring protocol.

**Enhancing Math Communication for All**

**(Room: Studio B/C)**

*Jen Hunt, Elementary Math Consultant, SMc Consulting*

**(Grade Level:** Early Childhood/Elementary **Content Area:** Math **Domain:** Equity, Core, Interventions)

**NEW SESSION**

Student success in math depends on clear understanding of concepts and strategies. Join us to learn **four** 5-minute activities that will increase communication, learning, and engagement for students in grades K-6.

Learning Outcomes:

- 1) Effectiveness of math partnerships for teaching communication of thinking
- 2) Understanding the brain science behind the students' explanation of thinking
- 3) Activities that will increase math engagement

**From Classroom to Casa:****(Room: Ferber)****Supporting emergent bilingual students through Multi-Tiered Systems of Support***Erin Chaparro, Research Assistant Professor, University of Oregon***(Grade Level:** Elementary/Middle/High **Content Area:** Reading, Behavior, ELs **Domain:** Culture/Equity, Screening, Interventions, PM)**NEW SESSION**

A significant achievement gap persists between native English-speaking students and emerging bilingual (EB) students (also called English learners). A significant discipline gap is not as easily agreed upon due to the various labels and methods for identifying EB students, different levels of English proficiency, and EB students who may or may not have a disability. Considerable work remains on how to raise the overall academic and behavioral outcomes of EB students. In this presentation an asset-based approach will be used to share specific strategies and practices to support EB students. Participants will learn strategies to build home-school connections, teacher-student relationships, as well as evidence-based explicit instructional practices. Free online resources will be shared.

**Critical Features of Check-in Check-out as a Tier 2 Behavior System:****(Room: Wilder)****Lessons learned***Billie Jo Rodriguez, School Psychologist & Tiffany Beattie, PBIS Coach, Springfield Public Schools***(Grade Level:** Elementary/Middle **Content Area:** Behavior **Domain:** DBDM, Interventions, PM)

Check-in Check-out is an evidence-based intervention for supporting student social behavior outcomes. This presentation will highlight the critical features of an effective Tier 2 intervention system using CICO as the primary example.

Participants will: 1. Understand how to embed Tier 2 behavior supports such as CICO within Tier 1 systems to create efficient transition from Tier 1 to Tier 2 supports, 2. Learn critical features of CICO as a Tier 2 system aligned to a tool for self-assessment and action planning, 3. Take away "tips & tricks" for successful system components related to CICO (e.g., setting up the system, teaching the system, developing acknowledgment systems), and 4. Understand how to use behavioral data for decision making related to behavior supports.

**Effective Behavior Support, Tier 1****(Room: Hansberry)****Classroom Management and Behavior Strategies***Sari Hedges, Colleen Thompson, and Sheri Le Drew, EBIS Tier 1 Coaches, Tigard-Tualatin School District***(Grade Level:** Elementary **Content Area:** Behavior **Domain:** Core Instruction, Culture & Equity)

Tigard Tualatin School District uses The Big Five (Evidence-Based Principles of Classroom Management) in all elementary classrooms. Our coaches will share strategies they use on a daily basis that create a positive learning environment for all learners. You will leave with numerous strategies that you can implement immediately in your school.

**Facilitated Team Time****(Rooms: Directors, Board, and Studio A)***Beth Ferguson, ORTI Implementation Coach*

Bring your team together for guided work. An ORTI Implementation Coach will be on site to help facilitate discussions and plan next steps, debrief or preview sessions and plan for trainings in your district.

## 2:45 – 4:00 CONCURRENT SESSION 4

### **Number Sense: The universal math intervention**

(Room: Hellman)

*Steve Wyborney, District Math Coach, Ontario School District*

(**Grade Level:** Elementary **Content Area:** Math **Domain:** PL, Core, Interventions)

Math struggles take many forms including an apparent lack of number sense, a gap in conceptual understanding, a lack of foundational skills, and lack of fluency with basic facts. Teachers may wonder what options are available, while not being sure where to turn. How can we support our students when it's not entirely clear what challenges they are facing or what resources we can draw from to support them? Enter the power of number sense. Could number sense be a critical missing element that many of our students deeply need? If so, what resources can we use to develop number sense and propel our learners forward? Come find out in this highly interactive session!

### **Building and Sustaining Long-Term School Improvement:**

(Room Williams)

#### **Systemic Change Requires Systematic Thinking**

*Scott Drue, Principal and Alfonso Giardiello, Assistant Principal,  
Aloha-Huber Park K-8 School, Beaverton School District*

(**Grade Level:** Elementary/Middle **Content Area:** All **Domain:** Culture/Equity, Leadership, PL, Core, Interventions)

If you want systemic change, you must think systematically. Despite serving a community where 85% of students come from poverty and 600 are learning English as a second or third language, Aloha-Huber Park K-8 School continues to be ranked number one out of the 14 Title I schools in the Beaverton School District. They are also nationally recognized as a leader in sustained

school improvement practices. In fact, as students progress through each grade level at Aloha-Huber, the achievement gap between students of color and their white peers closes completely, and in many cases, reverses itself. This session will introduce educators to the power of "Systems Thinking" when building a school-wide, general education RTI Model. Topics to be presented and discussed include: Systematic Core Curriculum Mapping, Multi-Tiered Systems of Support, building an environment to enable "Interdependent Teacher Collaboration", and most importantly, innovative and proven hiring practices.

### **It's ALL About the Core!**

(Room: O'Neill)

#### **Do you have an effective core reading system in your district/school?**

*Jenice Pizzuto, ORTLi Implementation Coach*

(**Grade Level:** Elementary **Content Area:** Reading **Domain:** Core)

#### **RTI FOUNDATIONS**

In an effective and healthy RTI system we know the focus does not rest solely on interventions but primarily on developing and maintaining robust, rigorous core reading instruction. The struggle is real and aligning expectations, practices, and developing teacher expertise in active engagement strategies is a heavy lift. Creating Standards of Practice for core instruction and mapping high leverage instructional strategies onto high quality curricula is a game changer. In this session we will explore the essential components of a healthy core reading system, see examples of standards of practice, and discuss scaling high leverage active engagement strategies in core reading time.

**Leveraging the Power of a Growth Mindset  
in an Elementary Classroom**

**(Room: Vista)**

*Sarah Vannice, 2<sup>nd</sup> Grade Teacher, Lake Oswego School District*

**(Grade Level:** Early Childhood/Elementary **Content Area:** All **Domain:** Culture/Equity, PL, Core)

Come explore what it means to have and facilitate a growth mindset in an elementary classroom. Learn how this can empower children to understand who they are as learners and how to advocate for their own needs. Tools such as data notebooks and flexible seating help to create a mutual, respectful classroom where students are engaged in learning. Participants will engage in dialogue and gain a deeper understanding of how facilitating a mutually respectful environment by using the language of a growth mindset will empower young learners and will leave with real-world, practical applications to create a flexible learning environment, set up a routine for data notebooks, and develop language to use in the classroom.

**Equity Based MTSS: Ensuring ALL really means ALL**

**(Room: Sousa)**

*Dawn Miller, Associate Director, SWIFT Education Center, University of Oregon*

**(Grade Level:** All **Content Area:** All **Domain:** Equity/Culture, Leadership)

**NEW SESSION**

Are you ready to take a deep dive into examining MTSS from an equity lens - making sure all means all? This session is designed for participants who are at beginning stages of planning, as well as those who have been implementing for years. It is always the right time to engage in continuous reflection on the system we desire to have, and are creating. This session will provide a way of thinking and evaluating, and will share examples that will help ensure that when we say ALL students, we really mean ALL.

**Using Pathways of Progress to Set Goals and Evaluate Student Progress**

**(Room: Bloch)**

*Stephanie Stollar, Director of Professional Development, Roland Good, President and Associate Director of Research & Development, and Kelly Powell-Smith, Vice-President and Associate Director of Research & Development, Dynamic Measurement Group, and Sherrie Kendall, Literacy Instructional Coach, Centennial School District*

**(Grade Level:** Elementary **Content Area:** Reading **Domain:** DBDM, PM)

**NEW SESSION**

This presentation will introduce Pathways of Progress, a tool for setting progress monitoring goals that articulate where students are, and where they need to get to, to close the reading gap. Participants will learn to: (1) set goals that consider proficiency and growth, (2) evaluate student progress, and (3) change instruction if progress is insufficient. One Oregon school's use of Pathways of Progress will be shared. All participants will receive information about how to obtain a demo account for Acadience Data Management, for a free trial of Pathways of Progress features.

**The Power of Grades: What are we communicating and to whom? (Room: Joplin/Seeger)**

*Beth Ferguson, ORTI Implementation Coach*

**(Grade Level:** Middle/High **Content Area:** All **Domain:** Culture/Equity, DBDM, Leadership)

**NEW SESSION**

Secondary schools use the ABCs of their Early Warning Systems to know which students are “on track” to become full-options graduates and which students are in need of intervention. What happens when your C (course proficiency) is not a strong predictor because of inconsistent grading practices across your department, school or district? Explore issues around grading such as consistency, accuracy, equity and the overall meaning of grades. Grades are high-stakes gatekeepers, so it’s important to consider what you are communicating with grades and to whom you are communicating.

**Gleeful Learning 2.0: (Room: Studio B/C)**

**The intersection of technology and Hattie’s work on student achievement**

*Jennifer Scypinski, Instructional TOSA, Instructional Tech, and Sonia Lulay, Instructional Technology Coach, Tigard-Tualatin School District*

**(Grade Level:** All **Content Area:** All **Domain:** PL, Core)

Examine two of John Hattie's top-ranked influences on student achievement (jigsaw method and classroom discussion) and explore ways to connect, enhance and support these practices using technology. Educators will leave this session with the knowledge and tools to directly apply new learning in their building or classroom. **Please be sure to BRING A DEVICE – laptop, Chromebook, iPad (or other tablet).**

**District Level Data Review: (Room: Ferber)**

**Systematically improving teaching and learning**

*Lisa Bates, ORTI Implementation Coach and Sally Helton, ORTI Consultant*

**(Grade Level:** Elementary **Content Area:** Reading **Domain:** DBDM)

Districts work hard to ensure all students are learning; however, despite our best efforts a large percentage of students continue to lag behind grade level benchmarks. Come to this session to find ways to focus your efforts so that you get results! This session will provide a problem-solving framework for examining critical variables (adult actions and student outcomes) needed to plan actions specifically tailored to improve student learning.

**Advanced Topics on Check-in Check-out: Fading and intensifying supports (Room: Wilder)**

*Billie Jo Rodriguez, School Psychologist and Tiffany Beattie, PBIS Coach, Springfield Public Schools*

**(Grade Level:** Elementary/Middle **Content Area:** Behavior **Domain:** DBDM, Interventions, PM)

This presentation will provide strategies for adjusting Check-in Check-out based on student outcome data. The session will describe ways to boost CICO for students to increase success and review common modifications for intensifying supports when students are not successful on CICO. The session will also review systematic guidelines for fading supports and describe procedures for integrating students back into Tier 1 when students are successful on CICO. This session is intended for participants who are knowledgeable about the critical features of the CICO system and will include examples of data-based decision making from exemplar schools (elementary and middle) implementing CICO.

**Advanced Tiers PBIS: Support students with challenging behavior** (Room: Hansberry)

*Charisse Elliott, PBIS Coach, Salem-Keizer Public Schools*

**(Grade Level:** Elementary/Secondary **Content Area:** Behavior **Domain:** Culture/Equity, PL)

During this session we will cover the PBIS framework and how it applies to Tier 2 (Targeted) and Tier 3 (Individualized) Supports for students. We will provide insight on how Salem-Keizer is setting up their systems to support students with challenging behavior.

**Facilitated Team Time** (Rooms: Directors & Board)

*Nicole Kaye, ORTIi Implementation Coach*

Bring your team together for guided work. An ORTIi Implementation Coach will be on site to help facilitate discussions and plan next steps, debrief or preview sessions and plan for trainings in your district.

**4:00 – 5:30**

**ALL CONFERENCE RECEPTION**

**LOBBY**

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## Day 2: Friday, April 26, 2019

7:30 – 8:00	<b>DAY 2 CHECK-IN</b>	Lobby
8:00 – 8:15	<b>Your Mission, Should You Choose to Accept It: Opening Remarks for Day 2</b> <i>Oregon Response to Instruction and Intervention</i>	Playwrights Hall
8:15 – 8:40	<b>Welcome from Colt Gill</b> Oregon Deputy Superintendent of Public Instruction	Playwrights Hall

### 9:00 –10:15 CONCURRENT SESSION 5

#### **Enhancing Core Reading Instruction (ECRI) for At-risk Readers (K-2) (Room: Hellman)**

*Carol Dissen, Literacy Specialist, University of Oregon*

**(Grade Level:** Elementary **Content Area:** Reading **Domain:** Core, Interventions)

The purpose of this session is to describe how to use instructional routines to enhance the delivery of your Core reading instruction in a multi-tiered system of Tier 1 and Tier 2 support. Systematic strategies and teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first, and second grade will be described in this session and will be directly relevant to practitioners implementing multi-tiered systems and response to intervention models. By the end of this session, participants will understand how (a) using teaching routines can enhance current core reading instruction, and (b) how aligning Tier 1 and Tier 2 reading instruction can lead to high student reading outcomes.

#### **Improving Written Compositions: One sentence at a time (Room: Williams/O'Neill)**

*Anita Archer, Educational Consultant*

**(Grade Level:** Elementary/Middle **Content Area:** Writing **Domain:** Core)

#### **NEW SESSION**

While students' essays may have an introduction, a body, and a conclusion and stay on topic, their compositions are often weak due to the weakness of the foundation ingredients ... the sentences. In this session, Dr. Archer will present procedures for teaching and refining written sentences across grades and domains. Leave this session with instructional procedures that you can share with your colleagues.

**Reviewing Your System of Interventions:****(Room: Vista)****Is intervention failure a rare event?***Elise Hall, Title 1/ELA Administrator, David Douglas School District and Jon Potter, ORTI Implementation Coach***(Grade Level:** Elementary **Content Area:** Reading **Domain:** Interventions, PM)**NEW SESSION**

For many school districts, an emphasis is placed on selecting intervention programs and training staff on the use of these programs. But what happens after that and what is the impact of the intervention programs on student outcomes? Participants in this session will learn why and how one district is trying to answer the question, "Is our system of interventions working?" by developing normed student growth rates based on specific intervention programs. Examples of how data is collected and used will be shared and participants will understand the process for developing their own student growth rates.

**Increasing Student Engagement Through Opportunities to Respond****(Room: Sousa)***Shelby DiFonzo and Beth Ferguson, ORTI Implementation Coach***(Grade Level:** Elementary/Secondary **Content Area:** All **Domain:** Core)**RTI FOUNDATIONS**

For many students, active participation in the school environment ends when they walk through the classroom doors. Participants in this session will develop and expand strategies to keep students actively engaged in instruction by increasing what students say, write and do daily within the classroom. By increasing the feedback loop through opportunities to respond, we can decrease undesirable behaviors and increase student achievement.

**"Greatest Hits" To Develop Language in Mathematics****(Room: Bloch)***Jane Osborne, K-12 Math Coach, Hood River County School District***(Grade Level:** Elementary **Content Area:** Math **Domain:** Culture/Equity, Core, Interventions)**NEW SESSION**

Participants will review effective sheltered instruction strategies in math. Favorite "Greatest Hits" strategies for opportunities to elicit math talk will be shared. Participants will learn how to give students opportunities to engage in mathematical discourse and academic talk.

**RTI "Strategy"****(Room: Joplin/Seeger)***Nicole Kaye, ORTI Implementation Coach***(Grade Level:** Elementary **Content Area:** Reading **Domain:** Leadership, DBDM, PL)**RTI FOUNDATIONS**

Implementing RTI is a huge endeavor. It can be exciting to start implementing RTI practices in order to achieve increased outcomes for students. However, for too long education has underestimated what it will take for adults in a school setting to change their practices and behavior. This session will provide a replicable framework for strategic planning to implement your RTI system. Participants will see an example of how to: identify needs, set priorities, and create an action plan to implement a sustainable, effective RTI system.



**DIBELS 8<sup>th</sup> Edition: What's New in CBM?****(Room: Studio B/C)**

*Nancy Nelson, Research Assistant Professor, Center on Teaching and Learning, University of Oregon and Gina Biancarosa, Ann Swindells Chair in Education Associate Professor, University of Oregon*

**(Grade Level:** Elementary **Content Area:** Reading **Domain:** DBDM, Screening, PM)

**NEW SESSION**

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is one of the most widely used formative assessment systems in the country, in use in thousands of U.S. schools. The newest edition of DIBELS (8th Edition) has been recently released by the University of Oregon. This presentation will describe the new features of DIBELS 8th Edition, the rationale for releasing a new edition, and the technical adequacy evidence supporting its use for screening and progress monitoring in comprehensive school systems. Session attendees will benefit from increased knowledge about curriculum-based measurement and data-based decision making in school settings.

**Behavior Support Plans: If WE design them, we can use them effectively****(Room: Wilder)**

*Lillian Groff, Behavior Consultant, Eugene 4J, and WISPR*

**(Grade Level:** All **Content Area:** Behavior **Domain:** Interventions, PM)

**NEW SESSION**

In this presentation, you will build your knowledge on how to create effective behavior support plans (BSPs) that involve ALL stakeholders in the development. You will learn how to (1) integrate and match staff skills and environments within the building context where implementation occurs, (2) train and coach the use of the BSP, and (3) measure implementation to see results in improved outcomes.

**MTSS in a Dual Language System****(Room: Ferber/Hansberry)**

*Jacob Williams, Senior Advisor, Education Northwest*

**(Grade Level:** Elementary/Middle **Content Area:** All **Domain:** Culture/Equity, DBDM, Core, Screening, Interventions, PM)

**NEW SESSION**

The bulk of work surrounding MTSS has focused on school systems providing instruction in English only. But what does MTSS look like in a dual language system? In this session, participants will learn how one Oregon district is working to develop such a system. Participants will be provided an overview of the process the district undertook to design their MTSS and a snapshot of their current progress.

**Facilitated Team Time****(Rooms: Directors, Board, and Studio A)**

*Jenice Pizzuto, ORTI Implementation Coach*

Bring your team together for guided work. An ORTI Implementation Coach will be on site to help facilitate discussions and plan next steps, debrief or preview sessions and plan for trainings in your district.

## 10:30 –11:45 CONCURRENT SESSION 6

### Coordinating Academic and Behavior in MTSS:

(Room: Hellman)

#### A single unified system, or the dance of the double helix?

*David Putnam, Director of ORTli and Teri Lewis, Statewide Advanced Tiers Coordinator, Idaho Positive Behavior Network*

**(Grade Level:** Elementary **Content Area:** All **Domain:** All)

#### NEW SESSION

While Multi-Tiered Systems of Support (MTSS) are by definition coordinated systems, it is unrealistic to believe that the academic and behavior components of MTSS combine into one seamlessly overlapping whole. A more realistic representation might be the double helix, with parallel strands of academics and behavior that are intermittently connected and coordinated at points of convergence. The purpose of this session is to explore those points of convergence, while recognizing inherent points of divergence. We will begin with an overview of MTSS components and provide a rationale and data that support the importance of utilizing this framework. Then, the body and bulk of the session will examine opportunities and limitations for coordinating behavior and academics in the areas of instruction and intervention, teaming practices, leadership, and professional learning. Participants will leave with a conceptual understanding of coordination within MTSS that can be used to initiate further conversations and planning in one's school or district.

### Keys to Reading Comprehension

(Room: Williams/O'Neill)

*Anita Archer, Educational Consultant*

**(Grade Level:** Elementary/Middle **Content Area:** Reading **Domain:** Core)

Do your students have difficulty comprehending a chapter in their science or social studies book or a short story? Dr. Archer will present evidence-based instructional strategies to scaffold student comprehension of informative and narrative text **before** text reading (teaching the pronunciation of difficult words, introducing the meaning of academic vocabulary, teaching background knowledge, previewing the text), **during** passage reading (asking comprehension questions, teaching students to generate questions, using comprehension strategies) and **after** passage reading (answering written comprehension questions, writing summaries of passage content).

### Diagnosing Decoding Issues in Students of All Ages

(Room: Vista)

*Nick Goodman, Implementation Specialist, Really Great Reading*

**(Grade Level:** Elementary/Middle **Content Area:** Reading **Domain:** Screening, Interventions)

Really Great Reading's complimentary Diagnostic Decoding Surveys are an easy and efficient way to detect when students are having word-level reading difficulties and pinpoint specific decoding weaknesses. This session is designed to help teachers identify those students. Teachers will learn how to administer and score the Diagnostic Decoding Surveys using the ePanels.online and the Grouping Matrix (both of which are complimentary), and pinpoint students' specific difficulties. Teachers will also learn to group students for instruction and monitor progress/report on student RTI.

Objectives: Learn to administer & score the Diagnostic Decoding Surveys, learn to use the ePanels.online and Grouping Matrix to assess a student in less than 5 minutes, and learn to identify and group students who have decoding weaknesses.

**If You're Not Talking About Math Talk, Then You're Not Talking About Math (Room: Sousa)**

*Steve Wyborney, District Math Coach, Ontario School District*

**(Grade Level:** Elementary/Middle **Content Area:** Math **Domain:** PL, Core)

**NEW SESSION**

Mathematical Discourse is a vital part of the process of learning mathematics. The Standards for Mathematical Practice clearly detail how students should be constructing arguments, explaining their reasoning, communicating and justifying conclusions, comparing the effectiveness of two plausible arguments, asking questions to improve arguments, communicating precisely to others, and giving carefully formulated explanations to each other. Which raises a question: Why are some math classrooms nearly silent? This session will feature the important role of math discourse. Why is it so important, what do we need to deeply understand to make it work, and how can we set authentic math discourse in motion in our classrooms?

**Language Focused Repeated Reading:**

**(Room: Bloch)**

**Improving language and fluency outcomes for English Learners in the PLUSS Framework**

*Amanda Sanford and Julie Esparza Brown, Associate Professors, Portland State University and Metzger Elementary Staff, Tigard-Tualatin School District: Jessica Swindle, Principal Assistant TOSA, Jesabel Centeno and Joyce Haner, Title 1 Reading Specialists, and Todd Farris, Principal*

**(Grade Level:** Elementary **Content Area:** Reading, ELs **Domain:** Culture/Equity, Core, Interventions)

**NEW SESSION**

This presentation focuses on Language Focused Repeated Reading: practical teaching strategies for improving students' fluency, use of academic language, and comprehension. We will present a research-based framework (PLUSS) for planning a repeated reading intervention for students who are English learners and need additional support within Tiers 2 and 3 in a Multi-Tiered System of Support. We will focus on the use of (a) vocabulary teaching and monitoring routine, (b) use of sentence frames and starters to support academic language use, and (c) utilizing repeated reading strategies to support prosody, phrasing, and comprehension for K-5 students.

**Small District Leadership Forum**

**(Room: Joplin/Seeger)**

*SuAnn Dixon, Title 1 Teacher, North Powder School District, Penny Grotting, Superintendent, North Central Education Service District, Lauren Berg, Principal, Yamhill-Carlton Elementary School, and Mike Abrams, Learning Specialist, and Lane Tompkins, principal, McKenzie School District. Facilitated by Beth Ferguson and Nicole Kaye, ORTI Implementation Coaches*

**(Grade Level:** Elementary **Content Area:** Reading **Domain:** Leadership, PL)

**NEW SESSION**

Are you a district leader from a very small district (1-2 elementary buildings and/or 1-2 teachers per grade level)? This session was created with you in mind! A panel of small district leaders are here to share their experiences and creative solutions to problems unique to small districts. This session is not a 'presentation' per se, but an authentic opportunity to engage with other RTI implementers in small districts. The focus will be on solutions and collaboration. Some potential topics include: funding, effective ongoing professional learning, building an RTI system, and cultivating a collaborative staff culture. Participants are welcome to bring other topics for consideration. Come join us to network with others who are challenged by a smaller system but determined to make RTI a success!

**Promoting Algebra Readiness:****(Room: Studio B/C)****Teaching rational numbers to support student success in mathematics**

*Nancy Nelson, Research Assistant Professor, Kathy Jungjohann, Lead Curriculum Designer and Expert Math Coach, and Ben Clarke, Associate Professor, School Psychology & Associate Director, Center on Teaching and Learning, University of Oregon*

**(Grade Level:** Elementary/Middle **Content Area:** Math **Domain:** Interventions)

**NEW SESSION**

This session presents lesson materials and results from a pilot study of the Promoting Algebra Readiness (PAR) intervention. PAR was designed to build conceptual understanding and procedural fluency with rational numbers for upper elementary and middle school students. Student assessments, surveys, and classroom observations were used to evaluate the effects of the PAR intervention for improving student learning. Study measures, findings, and implications for implementation of research-based math interventions will be shared. This session will be useful to practitioners interested in implementing interventions designed to promote algebra readiness for students with or at risk for mathematics difficulties. At the conclusion of this session, participants will be able to describe a supplementary rational number intervention and evidence of the effects of implementing such an intervention to support student mathematics achievement.

**How Districts are Using Implementation and Improvement Science to Close Longstanding Disparities in Educational Outcomes****(Room: Wilder)**

*Kathleen Ryan Jackson, Implementation Specialist, National Implementation Research Network Sondra Stegenga & Sloan Storie, Western Implementation Society for Practice and Research (WISPR), and Lillian Groff, Behavior Consultant, Eugene 4J School District*

**(Grade Level:** All **Content Area:** All, **Domain:** Equity/Culture, Leadership, DBDM, PL)

**NEW SESSION**

Sometimes, we expect school staff to do "magic" or use a new practice without ongoing support to strengthen their implementation and improvement infrastructure. We will share real-world examples that demonstrate how districts and their schools work together to continuously improve their infrastructure and close long-standing disparities in student outcomes.

**Are Your Walkthroughs Helping Improve Instruction? Leadership Matters in Improving Core Instruction!****(Room Ferber/Hansberry)****It is time for an effective, efficient routine that can IMPACT outcomes!**

*Jenice Pizzuto, ORTI Implementation Coach*

**(Grade Level:** Elementary **Content Area:** Reading **Domain:** PL, Leadership)

Time to roll up your sleeves! We all know that effective instruction is key to our school's success, yet getting into classrooms, providing actionable feedback, and supporting rigorous, evidence-based core instruction practices is easier said than done. How do we support implementation of collaboration agreements? Are you struggling with monitoring and supporting implementation of the Standards of Practice for Reading in classrooms? Are you performing multiple walkthroughs but none hit the spot for supporting improved reading instruction? Are you using the data gathered to design professional development matched to learning needs of staff? This session will provide resources and tools to refine and streamline your walkthrough process.

**Facilitated Team Time****(Rooms: Directors, Board, and Studio A)***Shelby DiFonzo, ORTli Implementation Coach*

Bring your team together for guided work. An ORTli Implementation Coach will be on site to help facilitate discussions and plan next steps, debrief or preview sessions and plan for trainings in your district.

**11:45 –12:45 LUNCH****12:45 – 2:00 CONCURRENT SESSION 7****Building and Maintaining a Healthy School Culture****(Room: Hellman)***Jon Potter, ORTli Implementation Coach***(Grade Level:** Elementary/Middle **Content Area:** All **Domain:** Culture/Equity)**RTI FOUNDATIONS**

One of the defining features of every successful school is a healthy and positive school culture. But when we build RTI/MTSS frameworks in our schools, we often tend to focus our efforts on changing the day-to-day practices we are asking our staff to implement (e.g. teaching a new curriculum, using specific assessments, participating in data-driven decision making, etc.), rather than directly addressing the existing school culture that may help or hinder these efforts. This session will cover some of the features that define a school's culture, and the basics of how to build a healthy school culture and ensure new practices will be better understood and thus, better implemented.

**How to Amplify Phonological Awareness:****(Room: Williams/O'Neill)****Tips to support sell of your emerging readers***Carrie Thomas Beck, Dyslexia Specialist, Oregon Department of Education***(Grade Level:** Elementary **Content Area:** Reading **Domain:** Core, Interventions)**NEW SESSION**

Phonological awareness is a foundational skill that is critical to early reading success. This session focuses on strategies to intensify phonological awareness instruction for those students who are at risk for reading difficulties due to a phonological core deficit. Participants will learn techniques for how to intensify the design and delivery of instruction that focuses on basic phonological awareness tasks such as sound isolation, blending, and segmenting, as well as, advanced tasks such as deletion and substitution. The importance of developing advanced phoneme awareness in older struggling readers will also be addressed.

**Erasing the Misery of Reading and Spelling Multi-Syllable Words****(Room: Vista)***Nick Goodman, Implementation Specialist, Really Great Reading***(Grade Level:** Elementary/Middle **Content Area:** Reading **Domain:** Core, Interventions)

Did you know you can teach students to read and spell long words using some very functional, simple techniques? This session demonstrates explicit, scaffolded teaching of multisyllabic word decoding with various multisensory techniques, including a manipulative that is easy to access or create for use with students of all ages. Additionally, participants learn a scope and sequence to teach powerful, multisyllabic word decoding, and receive a list of words that are effective for teaching the scope and sequence.

Learning objective: Examine ways integrate and review phonics, spelling and vocabulary through daily activities in the classroom using a simple functional strategy.

**20% Intervention Review Meeting Process and Practices:****(Room: Sousa)****Lessons learned through implementation***Brad Thorud, Principal, Sarah Thorud, Reading Specialist, and Amber Crawford, Dawn Warren, Becki Horness, and Charlie Sittloh, Teachers, Clatskanie Elementary School***(Grade Level:** Elementary **Content Area:** Reading/Math **Domain:** Leadership, DBDM, Interventions, PM)**RTI FOUNDATIONS**

This session will focus on the implementation of 20% Intervention Review Meeting processes and practices, challenges, and obstacles that may occur during implementation, and how a small school was able to overcome these obstacles for successful implementation. This session will also lead participants through the 'nuts and bolts' of 20% Intervention Review Meetings by examining the current process and practices in place at Clatskanie Elementary School.

**Building Your School's Tier 2 Menu:****(Room: Bloch)****What do you need? What do you have already?***Teri Lewis, Statewide Advanced Tiers Coordinator, Idaho Positive Behavior Network***(Grade Level:** Elementary/Middle/High **Content Area:** Behavior/MTSS **Domain:** Culture/Equity, DBDM, Interventions)**NEW SESSION**

The middle tier of a comprehensive MTSS model is often a challenge for schools. More than Tier 1 but not as intense as Tier 3 can leave schools struggling to know what Tier 2 interventions they need to support students and how to align them within their MTSS framework (e.g., RTI, PBIS, mental health). This presentation will 1) Define what is a Tier 2 intervention, 2) provide schools with guidelines for identifying their Tier 2 needs, and 3) provide suggestions on how to tailor their Tier 2 menu for their school.

**Building and Sustaining Long-Term School Improvement:** (Room: Joplin/Seeger)  
**Revamping the elementary Tier 2 behavior system in Tigard-Tualatin School District**  
*Lindsey Pratt, PBIS TOSA and Erin Gillam, School Counselor/Psychologist, Tigard-Tualatin School District*  
(**Grade Level:** Elementary **Content Area:** Behavior **Domain:** DBDM, Interventions, PM)  
**NEW SESSION**

This session will share how TTSD used the PBIS Tiers of Fidelity Inventory to locate weaknesses in our elementary behavior system at the Tier 2 level and revamp this system to better support students. It will include brief descriptors and examples of interventions used, as well as, the logistics of operating an efficient Tier 2 system, including meeting descriptions and minutes, prep work required, and how to choose interventions for students.

**Narrowing the Achievement Gap through Reciprocal Teaching** (Room: Studio B/C)  
*Carrie Stock, Middle School English Teacher and Amy Curtis, Instructional Coordinator, Twality Middle School, Tigard-Tualatin School District*  
(**Grade Level:** Elementary/Middle **Content Area:** Reading **Domain:** Culture/Equity, Leadership, Core, Interventions, PM)  
**NEW SESSION**

The strategies used in Reciprocal Teaching can make students feel more successful in reading as they learn to deeply connect to literature. Students will be able to "speak like a scholar" through regular discourse opportunities using academic vocabulary. Students of all ability levels will learn how to access text, and interact with what they are reading and with one another. Reciprocal Teaching strategies allow all students to have a voice and to practice leadership skills

**Introducing Restorative Practices into High Schools** (Room: Wilder)  
*Claudia Vincent, Research Associate and John English, Conflict and Dispute Resolution Program Director, University of Oregon*  
(**Grade Level:** Middle/High **Content Area:** Behavior **Domain:** Equity and Culture)  
**NEW SESSION**

This session will provide a rationale for blending restorative practices with existing multi-tiered support systems, and an overview of skills teachers and school staff can use at each tier to promote student engagement and build social capital necessary to keep students connected to the school community. We will then present results from our pilot work with one high school that associated restorative practices with reduced racial disparities in office discipline referrals and student perceptions of disciplinary fairness, and improved student perceptions of procedural justice. We discuss necessary supports to build teachers' comfort and confidence to use restorative skills and strategies in their classrooms.

Participants will be able to:

1. state the rationale for blending restorative practices with existing multi-tiered systems,
2. define key skills and practices for each support tier and,
3. experience hands-on practice of proactive relationship building skills.

**Disproportionality in School Discipline:****(Room: Ferber/Hansberry)****How do we measure it and what can we do?***Bert Eliason, Research Associate, University of Oregon***(Grade Level: All Content Area: Behavior Domain: Culture/Equity, DBDM, PM)**

This session provides a basic understanding of discipline disproportionality especially as it relates to racial and ethnic subgroups and other marginalized groups of students (e.g., students with disabilities). Information will be provided about how schools can investigate and measure disproportionality. Additional information will be shared on vulnerable decision points and the impact of implicit bias on disproportionality. We will demonstrate a four-step problem-solving process schools can use to address situations when disproportionality occurs.

**Facilitated Team Time****(Rooms: Directors, Board, and Studio A)***Shelby DiFonzo, ORTli Implementation Coach*

Bring your team together for guided work. An ORTli Implementation Coach will be on site to help facilitate discussions and plan next steps, debrief or preview sessions and plan for trainings in your district.

**2:15 – 3:15 ENDNOTE:****Playwrights Hall*****Learning is our Goal. Teaching is our Path.******Powerful instruction. Powerful practice. Powerful feedback. Powerful scaffolding.****Anita Archer, Educational Consultant*

The conference is ending but the work continues on behalf of all students served in the State of Oregon and beyond. We will only make a difference if we have a relentless focus on Learning and Teaching. In this endnote, Dr. Archer will remind us of what makes a difference in each district, school, and classroom.

***Thank you for spending the last few days learning with us and making our conference successful! We look forward to seeing you at the 2020 ORTli Conference, next April...  
in Portland!***



## 2019 Annual Conference Sessions by Category

(Sessions are organized by primary topic area, but many sessions will cover multiple areas)

<b>RTI Foundations</b>	
(These sessions cover the foundational components of RTI and provide basic information for educators new to RTI implementation as well as a refresher for everyone else.)	
<b>RTI OVERVIEW</b>	ORTI: A Framework for Delivering on the Promise of Reaching and Teaching <i>ALL</i> Students, <i>David Putnam, ORTI</i>
<b>CULTURE</b>	Building and Maintaining a Healthy School Culture, <i>Jon Potter, ORTI</i>
<b>LEADERSHIP/ PROFESSIONAL LEARNING</b>	RTI "Strategy", <i>Nicole Kaye, ORTI</i>
<b>CORE</b>	It's <u>ALL</u> about the Core! Do you have an effective core reading system in your district/school? <i>Jenice Pizzuto, ORTI</i>
	Increasing Engagement through Opportunities to Respond, <i>Beth Ferguson &amp; Shelby DiFonzo, ORTI</i>
<b>DATA-BASED DECISION MAKING: CORE</b>	Bringing the Process of Evaluating Core Screening Data to Life through Core Review (100%) Meetings, <i>Shelby DiFonzo ORTI</i>
<b>INTERVENTIONS</b>	Every Minute Counts! Are your Tier 2-3 systems changing your students' lives? <i>Jenice, Pizzuto, ORTI</i>
<b>DATA-BASED DECISION MAKING/PROGRESS MONITORING/ INTERVENTIONS</b>	Progress Monitoring: How to make better decisions when faced with uncertainty, <i>Jon Potter &amp; Lisa Bates, ORTI</i>
	20% Intervention Review Meeting Process and Practices: Lessons learned through implementation, <i>Staff at Clatskanie Elementary School</i>
<b>SPECIFIC LEARNING DISABILITY</b>	Using RTI for SLD Eligibility, <i>Nicole Kaye, ORTI</i>

<b>Culture &amp; Equity</b>
Building and Maintaining a Healthy School Culture, <i>Jon Potter, ORTI</i>
Increasing Equity and Student Success Through Perspective-taking, Empathy, and High Expectations, <i>Vicki Nishioka &amp; Alexandra Aylward, REL Northwest &amp; John Lenssen, John Lenssen &amp; Associates</i>
Equity Based MTSS: Ensuring ALL really means ALL, <i>Dawn Miller, SWIFT Center</i>
Thinking Outside the Box: Developing and implementing RTI in the Federated States of Micronesia, <i>Elizabeth Jankowski, University of Oregon</i>
Leveraging the Power of a Growth Mindset in an Elementary Classroom, <i>Sarah Vannice, Lake Oswego School District</i>
Thinking Outside the Box: Developing and implementing RTI in the Federated States of Micronesia, <i>Elizabeth Jankowski, Research Associate, Center for Equity Promotion, University of Oregon</i>

<b>Supporting English Learners</b>
MTSS in Dual Language Systems, <i>Jacob Williams, Education Northwest</i>
Learning to Read in a Second Language: Instruction practices for dual language classrooms, <i>Sylvia Linan-Thompson, University of Oregon</i>
Language Focused Repeated Reading: Improving language and fluency outcomes for English Learners in the PLUSS Framework, <i>Amanda Sanford &amp; Julie Esparza Brown, Portland State University &amp; staff from Metzger Elementary School, Tigard Tualatin School District</i>

<b>Leadership, Professional Learning &amp; Coaching, RTI Overview</b>
Building and Sustaining Long-Term School Improvement: Systemic Change Requires Systematic Thinking, <i>Scott Drue &amp; Alfonso Giardiello, Beaverton School District</i>
Building a Strong RTI Culture: Leadership that Improves Student Learning Through Effective Collaboration and Data-Based Decision Making, <i>Steven Carney, IMPACT Learning &amp; Leading Group</i>
How Districts are Using Implementation and Improvement Science to Close Longstanding Disparities in Educational Outcomes, <i>Kathleen Ryan Jackson, National Implementation Research Network (NIRN), Sondra Stegenga &amp; Sloan Storie, Western Implementation Society for Practice and Research (WISPR), &amp; Lillian Groff, Eugene 4J</i>
Implementing a Sustainable RTI System in a Small District - What Can Leaders Do? <i>Kelly Welch, Gladstone School District</i>
ORIS Meets ORTI: Integrating MTSS for literacy into the ORIS Framework, <i>Sarah Soltz, Oregon Department of Education &amp; David Putnam, ORTI</i>
Fostering Collective Efficacy in Instructional Coaching, <i>Julie Walker, Lindsley Gehrig, &amp; Jenn Montoya, Bend La Pine Schools</i>
Coordinating Academic and Behavior in MTSS: A single unified system, or the dance of the double helix? <i>Teri Lewis, Idaho Positive Behavior Network &amp; David Putnam, ORTI</i>
RTI Strategy: Strategically planning for RTI implementation, <i>Nicole Kaye, ORTI</i>
ORTI: A Framework for Delivering on the Promise of Reaching and Teaching ALL Students, <i>David Putnam</i>
Small District Leadership Forum, <i>SuAnn Dixon, Title 1 Teacher, North Powder School District, Penny Grotting, Superintendent, North Central Education Service District, Lauren Berg, Principal, Yamhill-Carlton, Elementary School, Mike Abrams, Learning Specialist, McKenzie School District, and Lane Tompkins, McKenzie School District, Facilitated by Beth Ferguson and Nicole Kaye, ORTI Implementation Coaches</i>
Are your walkthroughs helping improve instruction? Leadership Matters in Improving Core Instruction! It is time for an effective, efficient routine that can IMPACT outcomes! <i>Jenice Pizzuto, ORTI</i>
<b>Core Instruction</b>
Shoring Up the Core: K-5 <sup>th</sup> , <i>Katie Beckett, Sue Scott, &amp; Janell Cooke, Tigard Tualatin School District</i>
Erasing the Misery of Reading and Spelling Multi-Syllable Words, <i>Nick Goodman, Really Great Reading</i>
Gleeful Learning 2.0: The intersection of technology and Hattie's Work on student achievement, <i>Jennifer Scypinski &amp; Sonia Lulay, Tigard Tualatin School District</i>
The Importance of Quality Early Literacy Instruction to Avoid Academic Failure, <i>Barbara Steinberg, PDX Reading</i>
How to Amplify Phonological Awareness: Tips to support all of your emerging readers, <i>Carrie Thomas-Beck, Oregon Department of Education</i>
Enhancing Core Reading Instruction (ECRI) for At-Risk Readers (K-2), <i>Carol Dissen, University of Oregon</i>
Planning for Small Group Instruction During Core, <i>Teresa Lewellen, Literacy Consultant &amp; Lisa Bates, ORTI</i>
It's <u>ALL</u> about the Core! Do you have an effective core reading system in your district/school? <i>Jenice Pizzuto, ORTI</i>
Increasing Student Engagement Through Opportunities to Respond, <i>Beth Ferguson &amp; Shelby DiFonzo, ORTI</i>
Improving Written Compositions: One sentence at a time, <i>Anita Archer, Educational Consultant</i>
Keys to Reading Comprehension, <i>Anita Archer, Educational Consultant</i>
From Classroom to Casa: Supporting emergent bilingual students through multi-tiered systems of support, <i>Erin Chaparro, University of Oregon</i>

<b>Teaming/Data-Based Decision Making/Screening/Progress Monitoring</b>
Using Systems-Level Data to Examine Effectiveness of All Instructional Tiers, <i>Kelly Powell-Smith, Stephanie Stollar, &amp; Roland Good, Dynamic Measurement Group</i>
Using Pathways of Progress to Set Goals and Evaluate Student Progress, <i>Stephanie Stollar, Roland Good, &amp; Kelly Powell-Smith, Dynamic Measurement Group, &amp; Sherrie Kendall, Centennial School District</i>
Using Data-Based Interventions to Put the “I” in IEPs, <i>Sarah Arden &amp; Teri Marx, American Institutes for Research &amp; Bill Rasplica, National Center for Intensive Interventions</i>
The Art and Science of Planning the 100%/20% Meetings: Fostering Shared Leadership, <i>Kate Barker &amp; Sarah Felker, David Douglas School District</i>
DIBELS 8 <sup>th</sup> Edition: What’s New in CBM? <i>Nancy Nelson &amp; Gina Biancarosa, Center on Teaching &amp; Learning</i>
20% Intervention Review Meeting Process and Practices: Lessons learned through implementation, <i>Brad Thorud &amp; Colleagues, Clatskanie School District</i>
Bringing the Process of Evaluating Core Screening Data to Life Through Core Review (100%) Meetings! <i>Shelby DiFonzo, ORTIi</i>
Progress Monitoring: How to make better decisions when faced with uncertainty, <i>Jon Potter &amp; Lisa Bates, ORTIi</i>
District Level Data Review, <i>Lisa Bates &amp; Sally Helton, ORTIi Consultant</i>

<b>Reading Intervention</b>
Erasing the Misery of Reading and Spelling Multi-Syllable Words, <i>Nick Goodman, Really Great Reading</i>
Reviewing Your System of Interventions: Is intervention failure a rare event? <i>Elise Hall, David Douglas School District &amp; Jon Potter, ORTIi</i>
Every Minute Counts! Are your Tier 2-3 systems changing your students’ lives? <i>Jenice Pizzuto, ORTIi</i>
Characteristics of Effective Interventions, <i>Barbara Steinberg, PDX Reading Specialist</i>
Diagnosing Decoding Issues in Students of All Ages, <i>Nick Goodman, Really Great Reading</i>

<b>Specific Learning Disabilities</b>
Dyslexia and Specific Learning Disabilities in an RTI System, <i>Roland Good, Kelly Powell-Smith, &amp; Stephanie Stollar, Dynamic Measurement Group</i>
Using RTI for Determining Specific Learning Disability Eligibility, <i>Nicole Kaye, ORTIi</i>
What Do Teachers Need to Know and Do to Meet the Needs of Students with Dyslexia? <i>Sharon Vaughn, University of Texas at Austin &amp; Carrie Thomas-Beck, Oregon Department of Education</i>

<b>Math</b>
If You’re Not Talking About Math Talk Then You’re Not Talking About Math, <i>Steve Wyborney, Ontario School District</i>
Number Sense: The universal math intervention, <i>Steve Wyborney, Ontario School District</i>
Enhancing Math Communication for All, <i>Jen Hunt SMC Consulting</i>
Math Intervention – What’s Worked for Us, <i>Molly Smith &amp; Betsy Nedrow, North Powder School District</i>
“Greatest Hits” to Develop Language in Mathematics, <i>Jane Osborne, Hood River County School District</i>
Promoting Algebra Readiness: Teaching rational numbers to support student success in mathematics, <i>Nancy Nelson, Ben Clarke, &amp; Kathy Jungjohann, Center on Teaching &amp; Learning, University of Oregon</i>
Practical Implementation of Small Group Math Across School or District, <i>Jen Hunt, SMC Consulting &amp; Ashley Thomas, Tigard Tualatin School District</i>

<b>Behavior and Social/Emotional Support</b>
Critical Features of Check-in, Check-out as a Tier 2 Behavior System: Lessons learned, <i>Billie Jo Rodriguez, Springfield Public Schools</i>
Advanced Topics on Check-in, Check-out: Fading and Intensifying Supports, <i>Billie Jo Rodriguez, Springfield Public Schools</i>
Effective Behavior Support, Tier 1 Classroom Management and Behavior Strategies, <i>Sari Hedges, Colleen Thompson, &amp; Sheri LeDrew, Tigard Tualatin School District</i>
Revamping the Elementary Tier 2 Behavior System in Tigard-Tualatin School District, <i>Lindsey Pratt &amp; Erin Gillam, Tigard Tualatin School District</i>
Behavior Support Plans: If WE design them, we can use them effectively, <i>Lillian Groff, Eugene 4J School District</i>
Understanding and Supporting Students with Challenging Behavior: School-wide training to build staff capacity, <i>Chris Borgmeier, Portland State University</i>
PBIS Assessment: Using survey tools to guide implementation fidelity, <i>Bert Eliason, University of Oregon</i>
Disproportionality in School Discipline: How do we measure it and what can we do? <i>Bert Eliason, University of Oregon</i>
PBIS 101: An overview of PBIS at a Tier 1 level, <i>Heather Bradshaw &amp; Julie Sharp, Salem-Keizer Public Schools</i>
Advanced Tiers PBIS: Support students with challenging behavior, <i>Charisse Elliott, Salem-Keizer Public Schools</i>
Building Your Schools Tier 2 Menu: What do you need? What do you have already? <i>Teri Lewis, Idaho Positive Behavior Network</i>
From Classroom Interactions to Disproportionate Outcomes: Addressing equity through MTSS & SW-PBIS, <i>Chris Borgmeier, Portland State University</i>

<b>Middle/High School</b>
(Please note that sessions in other topic areas will also address Middle/High School settings)
9 <sup>th</sup> Grade Success: Serving all students through a Multi-Tiered Approach, <i>Karen Twain &amp; Colleagues, Tigard Tualatin School District</i>
Narrowing the Achievement Gap through Reciprocal Teaching, <i>Carrie Stock &amp; Amy Curtis, Tigard Tualatin School District</i>
Introducing Restorative Practices into High Schools, <i>Claudia Vincent &amp; John Inghis, University of Oregon</i>
Middle School MTSS: Multi-Tier Systems of Support in TTSD, <i>Katie Beckett &amp; Colleagues, Tigard Tualatin School District</i>
The ABCs of Secondary Schools: Early warning systems (Attendance, Behavior, Course Performance), <i>Jodi Elizondo &amp; Nathan Sandberg, Ontario School District</i>
The Power of Grades, what are we communicating and to whom? <i>Beth Ferguson, ORTI</i>

## NOTES

[illegible]

**Get Your Tweet on! #ortii2019**

## NOTES

[illegible]

**Come Tweet with us! #ortii2019**

## NOTES

[illegible]

**Share the learning: #ortii2019**

## Main Conference Session Planner

**Thursday, April 25<sup>th</sup>**

**8:00 – 8:15 Welcome and Opening Remarks: *Playwrights Hall***

**8:15 – 9:10 Sharon Vaughn’s Keynote Address: *Playwrights Hall***

Session Number	Time	Option	Session Name	Room
1	9:30 – 10:45	1		
		2		
2	11:00 – 12:15	1		
		2		
<b>Lunch</b>	<b>12:15 – 1:15</b>			
3	1:15 – 2:30	1		
		2		
4	2:45 – 4:00	1		
		2		

**4:00 – 5:30 ALL Conference Reception**

***Lobby***

**Friday, April 26<sup>th</sup>**

**8:00 – 8:40 All Conference Session including address by Colt Gill: *Playwrights Hall***

Session Number	Time	Option	Session Name	Room
5	9:00 – 10:15	1		
		2		
6	10:30 – 11:45	1		
		2		
<b>Lunch</b>	<b>11:45 – 12:45</b>			
7	12:45 – 2:00	1		
		2		

**2:15 – 3:15 Anita Archer’s End Note**

***Playwrights Hall***

**Conference session handouts will be available on our website:  
[www.oregonrti.org](http://www.oregonrti.org)**